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EDUCATION IN YUGOSLAVIA

By

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FOREWORD

The earnestness, even eagerness, with which the nations newly created or recreated at the close of the World War, went to work to build efficient school systems was and is one of the strongest expressions in modern times of fine faith in education. Having long hoped and in some cases fought for their rights and the rights of their children to adequate general and professional training, when they were finally free to do so, they lost no time in bringing together whatever educational institutions they inherited from the previous governments, organizing them into one system of schools, improving them as much as means would permit, and adapting them to the new political and social conditions.

From time to time the Office of Education has reported on these new school systems. Accounts have been published of education in Estonia, Free City of Danzig, Irish Free State, Czechoslovakia, Poland, and Germany. This bulletin adds another to the series, which we believe will be of general interest to educators in this country as well as of specific help to school officials who deal with student transfers. Not a great deal has been written in the United States about education among the Southern Slavs and this account of education in Yugoslavia will to some extent overcome that lack. The reader will find that the Yugoslavians also made provision for education to be a major part of their program for national unity and development.

To gather the data for this report, the author spent 2 months in Yugoslavia visiting the schools, conferring with the Ministry of Education and other official organizations, and acquainting himself generally with education conditions in the Kingdom. To the many persons both in Yugoslavia and the United States who helped him in his work, the Office of Education is deeply indebted and herewith expresses its gratitude.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.



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CHAPTER I: THE COUNTRY AND ITS EDUCATION SYSTEM

THE KINGDOM of Yugoslavia (Kraljevina Jugoslavija) has an area of 95,558 square miles, slightly less than the land area of Ohio and Illinois combined. Its population, estimated on January 1, 1937, at 15,173,608 is about 800,000 more than that ascertained by the census of 1930 for the two States, and the density of population per square mile is now probably about the same. Yugoslavia is more northward than Ohio and Illinois. They lie roughly between the thirty-seventh and forty-second parallels of north latitude while it extends from the fortieth to the forty-sixth, or for comparative purposes, from the northern boundary of Maryland (Mason and Dixon's Line) to beyond the cities of Ottawa and Montreal in Canada. The surface is mountainous; more than 45 percent of it is above 500 meters (1,840 feet) elevation, and slightly less than 30 percent is under 200 meters. The plains are predominantly in the northern part of the country along the Slava, Drava, Dunav (Danube), and Morava Rivers. In or near them are the large cities: Belgrade (240,000), Zagreb (186,000), Subotica (100,000), Sarajevo (78,000), Skoplje (69,000), and Ljubljana (60,000). They are the places that will be mentioned most often in the following pages.

History.—Before the World War, the territory that is now Yugoslavia was occupied by the following: Two independent nations which were the Kingdom of Serbia (Kraljevina Srbija), and Montenegro (Črnagora-Kara-Dagh); the two semiautonomous Provinces of Bosnia and Herzegovina, administered by the Austro-Hungarian Government; the Provinces of Croatia and Slavonia that were parts of Hungary but had autonomy in home affairs, public instruction, and justice; Dalmatia, a Province of Austria; the southern part of the Province of Carniola in Austria, where most of the Slovenes lived; and Voivodina in the southern section of Hungary. In these areas were the Southern Slavs, called so to distinguish them from the Eastern Slavs (Russians), and the Northwestern Slavs (Polish and Czech).

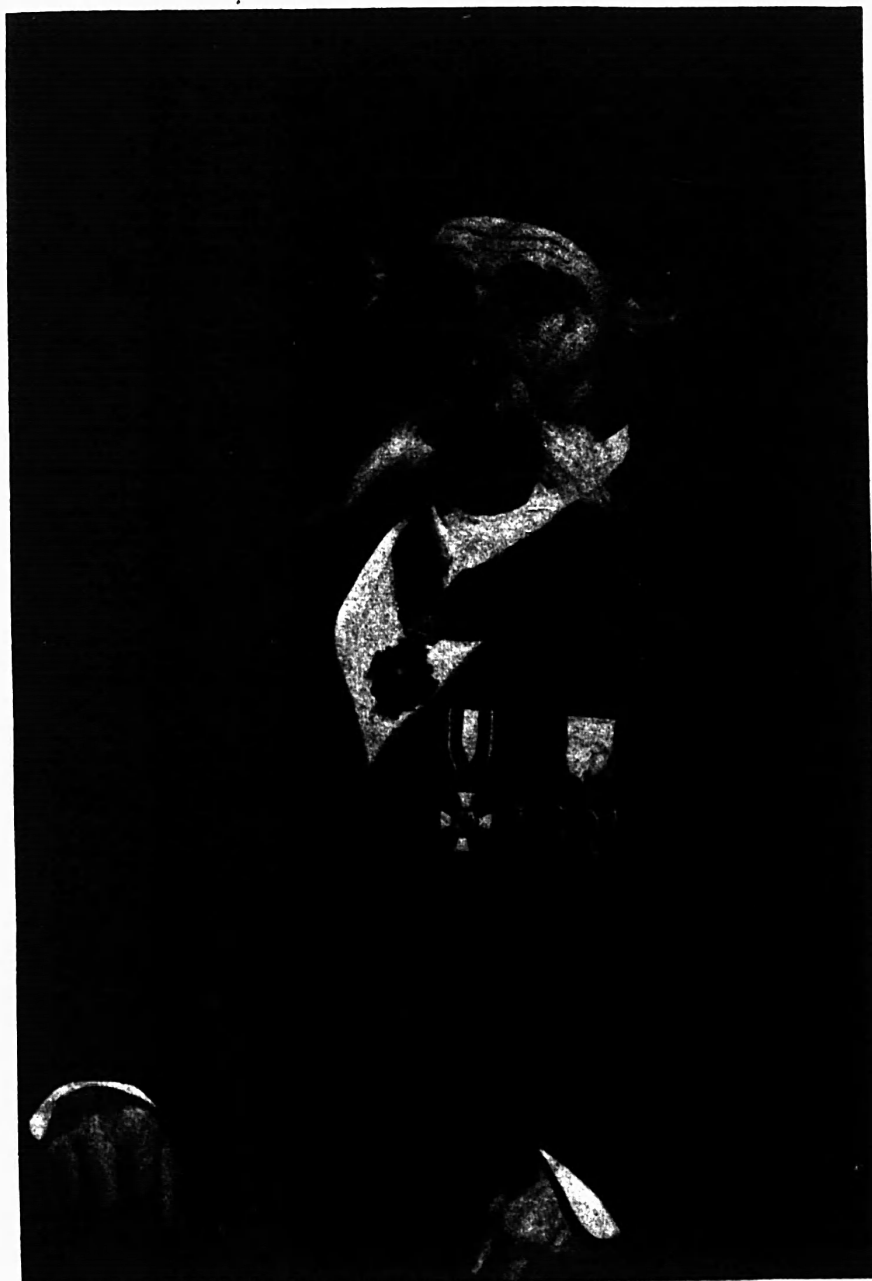
In the latter part of the World War, Slovenia, Croatia, Dalmatia, and Bosnia declared their independence and with Serbia formed the Serb, Croat, and Slovene State (Kraljevina Srba, Hrvata, i Slovenaca). Its first ministry acted officially in December 1918. Montenegro joined in 1921. The boundaries were definitely determined by the treaty of Rapallo. By the census of January 31, 1921, the population was 12,017,323.

Under the constitution of June 28, 1921, the units of local administration were North Serbia, South Serbia, Montenegro, Bosnia and Herzegovina, Dalmatia, Croatia and Slavonia, Slovenia, and Voivodina, with boundaries essentially the same as those they had when they came into the union. This continued until January 6, 1929, when the King abolished the constitution and took the executive power in his own hands. By law of October 3, 1929, the name was changed to Kingdom of Yugoslavia.

The nonparliamentary regime came to an end September 3, 1931, with the adoption of the present constitution. For administrative purposes the country is now divided into nine banovinas, and the City of Belgrade. (See the map opposite p. 1.) Roughly, the present divisions correspond to the former as follows:

Dravska	Slovenia.
Savska	Croatia and Slavonia.
Vrbaska	Bosnia.
Primorska	Dalmatia.
Drinska	Parts of Bosnia and of North Serbia.
Zetska	Montenegro.
Dunavska	Voivodina.
Moravska	North Serbia.
Vardarska	South Serbia.

Languages and minorities.—The official languages are Serbo-Croatian and Slovenian. Serbian and Croatian are practically the same except that the former uses the Cyrillic alphabet, the latter, the Roman. Slovenian has the Roman alphabet and is closely akin to Serbo-Croatian. The distribution of these languages is such that Slovenian is used in the northwest section, mainly Dravska, with its largest city and cultural center at Ljubljana. Croatian centers in Zagreb for Savska and contiguous areas. The chief city for



VUK KARADŽIĆ, THE YUGOSLAV "WEBSTER."

Serbian is Belgrade but it is the common language in Subotica and Skoplje also and generally throughout Drinska, Dunavska, Moravska, and Vardarska. Turkish is used to some extent by the one and one-half millions of Moslems that are for the most part in Drinska, Vardarska, Vrbaska, and Zetska.

The adoption among the Southern Slavs of a popular written language much like the spoken tongue in vogue among the common people is largely due to the efforts of Vuk Stefanović Karadžić,¹ whose linguistic reforms were introduced officially in the national service in Serbia in 1868. He it was who created the present Serbo-Croatian literature and orthography and by his literary work contributed greatly to education and cultural progress in Yugoslavia.

The relative numerical status of the population, according to the census of 1931, was 9,931,506 Serbs, Croats, and Slovenes, representing 83 percent of the total; 499,326 Germans (3.59 percent); 468,158 Magyars (3.36 percent); and 176,482 Czechoslovaks (1.3 percent). In addition there were some 9,000 Italians, 46,000 Russians and Ruthenians, 15,000 Poles, and 5,000 Bulgars.

Religion.—Religious affiliations for the most part are with the Serbian-Orthodox Church (48.7 percent), Roman Catholic (37.45 percent), and Moslem (11.2 percent). The next largest group is the Protestant (1.66 percent). There are small percentages of Greek Catholics, Jews, and others.

Government.—The government is of the constitutional parliamentary, hereditary monarchy form. The Parliament, consisting of the Senate and Chamber of Deputies, meets annually on October 20 and must remain in session until the budget is passed. Members of the Senate are elected for 6 years—one for every 300,000 inhabitants—from members of the Chamber of Deputies and of banovinal chambers, and burgomasters. The King may nominate as many senators as are elected. Members of the Chamber of Deputies are elected for 4 years by popular vote. Suffrage is extended to all male inhabitants over 21 years of age. Ministers are chosen from the party in power and mainly from mem-

¹ Born November 8, 1787, in the village of Tršić, Serbia. Died in 1864 in Vienna. In 1897 his body was exhumed and taken with great ceremony to Belgrade where it lies in the graveyard of the cathedral.

bers of the Parliament. The chief ministries are foreign affairs, interior, transport and communication, war and navy, finance, commerce and industry, education, justice, social welfare and public health, mines and forests, agriculture, and public works.

Plan of instruction.—This nation, young in its present political form, very old in its traditions and cultures, has arranged means of instructing its youth from infancy to early manhood and womanhood in an orderly series of schools of general education that form the central column of the educational structure. They begin with the infant school for children from 4 to 7 years of age. Compulsory education comes into effect when the child is 7 and continues for 8 years. The first 4 years of that time are in a primary school which is the Yugoslavian form of the common, foundation, folk, or preparatory school that is in nearly every country. Once out of this 4-year primary school, the child has, as far as general education is concerned, a range of three choices. He may continue elementary education in an advanced elementary school and in 4 years complete compulsory schooling. In that case his formal fulltime attendance probably ends then. Or he may enter a civic school and study in it for 4 years and in doing so the assumption is that at its completion he will continue as a student for a few years longer. His opportunities are greater. Third, he may go into any one of the three types of 8-year secondary schools. This third choice presupposes later studies in some one of the university faculties or other institutions of higher education. The advanced elementary school, the civic school, and the first 4 years of the secondary school are parallel and intended to cover the period of early adolescence, 11 to 15 years of age, but each has a different purpose.

The final 4 years of the three types of secondary schools of general education are nonterminal in the sense that they are preparatory to studies in the traditional university faculties of theology, philosophy, law, and medicine.

For the senior secondary school period, the period of later adolescence when the students are 15 to 19 years old, the Yugoslavian people have provided an unusually wide variety of kinds of schools. Besides the classical gymnasium, real gymnasium, and real school types of general education,

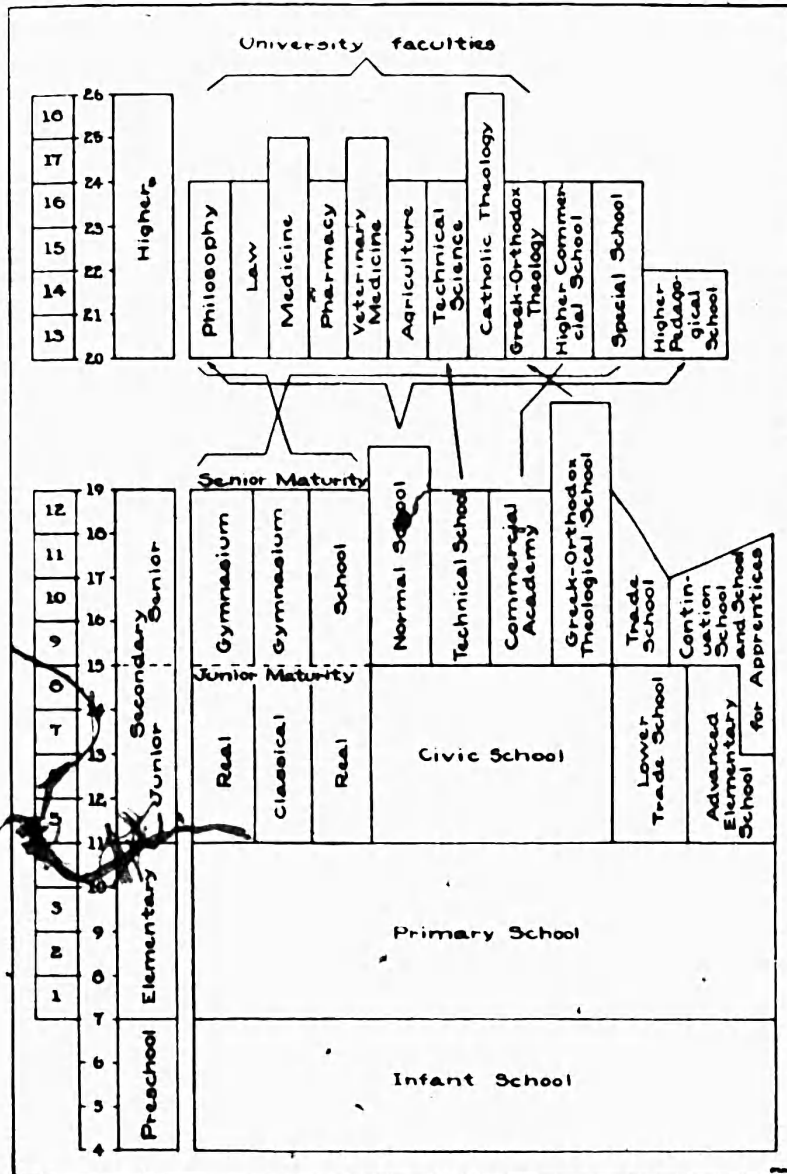
there are normal schools to prepare teachers for elementary schools, normal schools of domestic science, and vocational normal schools for girls; secondary technical schools, some of them giving highly specialized instruction; commercial academies and naval commercial academies; secondary schools of agriculture; secondary schools of religion; and schools for nurses and hospital attendants. This is not a complete list; the story is told somewhat fully in chapter IV.

Overlapping the junior and senior secondary years and not of full senior standing are trade schools for boys and for girls, army and navy trade schools, lower and special agricultural schools, schools of rural housekeeping, and schools of forestry. Mostly on the junior secondary stage are vocational continuation schools, railway craft schools, and vocational courses for maritime workers.

The typical university, such as the University of Belgrade, has seven faculties: Philosophy, theology, law, medicine with a school of pharmacy, veterinary medicine, engineering, and agriculture and forestry. The usual duration of university studies is 4 years for the first degree but it runs to 5 in medicine and veterinary medicine, and 6 in Catholic theology.

The plan of instruction is shown in the accompanying graph, which applies only to schools administrated by the Ministry of Education. Institutions under the other ministries are so varied that they cannot be presented easily in a graphic form.

Statistical survey.—In connection with the organization of instruction and in order that the relative numerical importance of any type or types of schools may be grasped quickly, a general statistical survey compiled from the Statistički Godišnjak 1935–36 is next presented.



THE YUGOSLAV SCHOOL SYSTEM. TYPES AND LEVELS OF EDUCATIONAL INSTITUTIONS.

TABLE 1.—General statistical summary for the year 1935-36

Types of institutions	Number of—				
	Insti- tutions	Students		Teachers	
		Total	Girls	Total	Women
1	2	3	4	5	6
Infant schools	419	33,385	17,149	555	554
Primary and advanced elementary	8,581	1,341,862	571,129	30,548	13,350
Civic schools	212	37,295	16,348	2,422	1,170
Secondary, of general education	186	100,573	34,575	4,961	1,701
Normal schools	35	3,326	1,853	583	169
Technical secondary	17	2,909	549	328	
General trade schools	360	41,273	5,535	3,288	
Special trade, for boys	25	1,323		186	
Trade schools of communications	5	449		97	
National School of Railway Communication	1	158		30	
National naval academies	3	241		32	
Trade schools and special normal schools for girls	242	14,571	14,571	1,160	
Schools of domestic science	18	668	668	88	69
Schools of arts	19	3,234	1,613	248	97
Commercial, secondary	20	1,601	2,508	299	
Commercial schools of the Association of Commercial Youth	28	4,586	33	284	
Secondary schools of agriculture	3	414	5	44	
Junior and special schools of agriculture	41	1,668	316	260	
Nurse-training schools	4	165	165	81	
Schools for midwives	4	135	135	21	
Theological schools	33	2,667	212	290	5
Schools for abnormal children	7	576	208	92	32
Institutions of higher education	25	15,175	3,016	1,057	21
Total	10,297	1,611,254	670,588	46,954	17,368

The year 1935-36 is the latest for which statistical data for all the schools are available. Statistics in some detail for 1936-37 for infant, elementary, general secondary, civic, and normal schools, and for the university faculties are given in the appendix, page 143.

Characteristics of the education system.—The term "national" is strictly applicable, for the constitution of September 3, 1931, provides that—

All schools must give moral education and develop the national spirit in the sense of national unity and religious toleration. All educational establishments are under the control of the State.

The entire education system is emphatically under the direction of the National Government through its various ministries. They prescribe the curricula and regulate the requirements for admission to and graduation from any school within their jurisdiction. In that respect it is centralized, but it is decentralized in that no one ministry has charge of all phases. It is distributed among six of the ministries. The

Ministry of Education (Ministarstvo Prosvete) administers all schools of general and higher education; agricultural education, elementary and secondary, is directed by the Ministry of Agriculture (Ministarstvo Poljoprivrede). Similar levels of commercial and industrial education are within the purview of the Ministry of Commerce and Industry (Ministarstvo Trgovine i Industrije). Nursery and midwifery schools and schools for abnormal children are under the Ministry of Social Welfare and Public Health (Ministarstvo Socijalne Politike i Narodnog Zdravlja). The Ministry of Communication (Ministarstvo Saobraćaja) controls schools of railway communication; and military and naval education is under the control of the Ministry of War and Navy (Ministarstvo vojske i mornarice). Moreover, the Ministry of Finance (Ministarstvo Finansija) maintains schools for tax collectors and land surveyors; and the Ministry of the Interior (Ministarstvo unutrašnjih poslova), schools for noncommissioned police officers (gendarmes).

Administration.—The major duties in connection with education fall on the Ministry of Education² presided over by the Minister who is chosen from the political party in power by the Prime Minister and appointed by the King. The Ministry is organized into five departments, each of which is made up of several sections. A Chief Council on Education functions as an advisory body. Each banovina has a school board through which the Ministry carries on some of the direction of education affairs.³ The Ministry's authority is almost absolute.

Education is predominantly publicly financed and controlled.⁴ Private schools may be established by permission of the Ministry on the recommendation of the banovina school board but they are subject to the supervision and control of the national authorities. The buildings must be adequate and hygienic and the qualifications of the teaching personnel the same as those in public schools of corresponding rank. A private school may be granted official recognition

¹ Throughout this bulletin the words "Ministry" and "Minister" mean the Ministry and Minister of Education; other ministries and ministers are specifically designated.

² A graph and detailed statement of the organization of the Ministry and its relation to the banovina school boards, are given in the appendix, pp. 137-142.

⁴ Any school mentioned in this publication is public if it is not otherwise designated.

(pravo javnosti) and thus be allowed to issue certificates of the same value as those granted by public schools of like status. If not so recognized or accredited, the students have no standing unless they take and pass an examination in a public school.

Public support and control extends even to religion. It is taught as a compulsory subject in all elementary, civic, secondary, and vocational schools. The curricula are prepared by the various denominational authorities and approved by the Ministry. By Law of June 10, 1935, each class commences and closes the day's work with prayers, and all students in elementary and secondary instruction are required to meet the obligations of the faith in which they are being reared. Children of Greek-Orthodox faith are encouraged to go to confession and holy communion twice a year; of Roman Catholic faith, thrice. If more than 60 percent of the student body is of one denomination, the entire school observes its holidays; if less than 60 percent, the students of that faith are excused from attendance on their holidays, but the school is not closed. In general, students of various faiths are excused during their religious holidays, and a list of such days for each denomination is approved by the Ministry and published in its journal, *Prosvetni Glasnik*.

The Greek-Orthodox, Catholic, and Moslem faiths are recognized by the National Government and receive support, especially for their theological schools, from the national treasury. Their rights and privileges were established by agreement between the ecclesiastical authorities and the National Government. The small percent of Jews belong mainly to the Sephardi sect whose mother tongue is Spanish.

Multilingualism.—The system is multilingual—Serbo-Croatian, Slovenian, Czech, Russian, Ruthenian, German, Magyar, Rumanian, Italian, and French are media of instruction. In compliance with the treaty of St. Germain, basal instruction is offered in and through these languages to care for children in the different language groups, though Serbo-Croatian or Slovenian is included in the curriculum as a compulsory subject of study. The Germans in 1933 had 154 elementary schools with 570 classes, 1 secondary school, and 1 normal school. The Magyars had 103 elemen-

tary schools with 531 classes, 37 infant schools, 5 public and 3 private advanced elementary, and 3 secondary schools. The Czechoslovak minority had 40 elementary schools, 11 supplementary language schools, 1 secondary school, and 2 farmers' lower schools.

Higher education is available only through Serbo-Croatian and Slovenian in all the institutions except the Higher Islamic School at Sarajevo where Turkish shares with Serbian.

Illiteracy.—The percent of illiteracy is high especially in the banovinas that remained longest under Turkish rule, such as Vrbaska (Bosnia), Zetska (Montenegro), Moravska and Vardarska (South Serbia) where from 27 to 37 percent were reported in 1931 as able to read and write. Dravska (Slovenia) had first place as the most literate; the percent of illiteracy there was only 5.54. For the Kingdom as a whole the percent of literates, defined as persons over 10 years of age who can read and write, was 54.83. Among men it was 67.31; women, 42.9. The data by banovinas are given in the following table:

TABLE 2.—Percent of literacy and illiteracy by census of March 1931

Banovina	Percent of persons who—								
	Can read and write			Can read only			Are illiterate		
	Men	Women	Average	Men	Women	Average	Men	Women	Average
1	2	3	4	5	6	7	8	9	10
Dravska.....	94.13	92.41	93.23	0.61	1.80	1.23	5.26	5.79	5.54
Savska.....	80.06	63.78	71.60	.37	1.07	.73	19.57	35.15	27.67
Vrbaska.....	39.73	13.96	27.09	.38	.24	.31	59.89	85.81	72.60
Primorska.....	55.48	29.73	42.08	.41	.51	.46	44.11	69.76	57.46
Drinska.....	56.37	18.56	37.49	.39	.42	.40	43.24	81.02	62.11
Zetska.....	50.89	16.69	33.50	.51	.41	.46	48.80	82.90	66.04
Dunavska.....	82.03	59.67	70.52	.45	.77	.61	17.52	39.56	28.87
Moravska.....	60.76	16.01	37.70	.41	.27	.34	38.83	83.72	61.96
Vardarska.....	43.89	14.32	28.84	.41	.18	.30	55.70	85.50	70.86
Belgrade.....	92.66	84.00	88.69	.24	.68	.44	7.10	15.32	10.87
All Yugoslavia..	67.31	42.90	54.83	.42	.70	.56	32.27	56.40	44.61

Progress.—Progress in 18 years was notable as shown by the statistics for elementary, general secondary, and civic schools, and universities. Elementary schools (primary and advanced elementary) numbered 5,610 in 1918-19 and enrolled 658 876 pupils taught by 11,064 teachers. Corre-

sponding figures for 1936-37 were 8,585 schools with 1,404,032 pupils and 30,345 teachers. Here was an increase of more than 53 percent in schools, almost 114 percent in pupils, and 174 in teachers. In the earlier years of this period gains were irregular. They were rapid until 1921-22 when a temporary peak was reached and a decline set in that lasted until 1925-26 but did not go back to the levels of 1918-19. Since 1925-26 the uptrend has been rapid and fairly consistent. Data for significant years are:

Year	Number of—		
	Schools	Teachers	Pupils
1918-19	5,610	11,064	658,876
1921-22	6,660	16,225	988,880
1925-26	7,316	18,201	768,166
1929-30	7,832	22,068	1,087,930
1936-37	8,585	30,345	1,404,032

Percents of increase were even greater in the general secondary schools (gymnasia, real gymnasia, real schools). They amounted to 54 in number of schools, nearly 142 in teachers, and 158 in students. These schools were 120 in 1918-19 with 2,053 teachers and 42,675 students. For 1936-37, they were reported as 185, with 4,958 teachers and an enrollment of 110,142. Gains were regular until 1926-27 when something of a set-back occurred that lasted until 1929-30. Since then progress has been good. The important figures for these schools are:

Year	Number of—		
	Schools	Teachers	Students
1918-19	120	2,053	42,675
1919-20	134	2,656	55,482
1926-27	206	4,341	86,506
1929-30	169	4,120	73,092
1936-37	185	4,958	110,142

The civic schools increased in number by a few each year from 115 in 1918-19 to 219 in 1936-37, or 90 percent. The number of teachers employed in them jumped from 939 in 1918-19, to 1,125 in 1919-20 and stayed at about that figure until 1923-24. In the following 5 years this staff was strengthened rapidly and came to a total of 1,823 in

1928-29 though enrollment was declining. The staff was reduced in 2 years to 1,604 in 1930-31, since when it has been brought up to 2,440 in 1936-37, a gain in the entire period of 160 percent. The number of students rose from 17,594 in 1918-19 to 26,635 in 1924-25, declined to 19,985 in 1929-30, and has since risen to 38,839 in 1936-37, a total increase of about 64 percent. The data marking these fluctuations are:

Year	Number of		
	Schools	Teachers	Students
1918-19	115	939	17,594
1919-20	136	1,125	19,427
1923-24	159	1,209	24,101
1924-25	155	1,423	26,635
1928-29	186	1,823	21,100
1930-31	198	1,604	21,308
1936-37	219	2,440	38,839

The figures seem to indicate that there has been considerable difficulty in adjusting the staff to the enrollment.

By 1936-37, the three universities, consisting of 21 faculties, had teaching staffs and students as follows: Belgrade, with its two autonomous faculties—452 and 8,464; Zagreb—392 and 5,116; and Ljubljana—164 and 1,788; a total of 1,008 faculty members and 15,368 students. The Ministry states that in 1918-19 there were only 6 faculties, 230 staff members, and 2,095 students; that is, the number of faculty members has increased by 375 percent and of students by 430 percent.

National expenditures on education.—The budget of the Ministry of Education for the year 1937-38 amounts to 1,054,988,278 dinars,⁵ which represents about 10 percent of the budget for the entire kingdom. This is an increase of 3.9 percent over that for the year 1936-37. In addition, 400,000,000 dinars were set aside for the erection of new school buildings. In national education expenditure, first place is given to elementary and adult education, including normal schools. They receive 537,169,671 dinars, or 61.6 percent. Secondary and civic schools are allotted 159,030,755 dinars, or 18 percent; university and higher schools, including research institutes, 90,394,070 dinars, or 10.4 percent; Government printing offices at Belgrade and Sarajevo,

⁵The Yugoslav dinar is 23060 cents in coinage of the United States.

27,904,372, or 3.2 percent; schools of arts, including institutes of arts, 21,345,145 dinars, or 2.4 percent; theological schools, 16,853,138, or 1.9 percent; and the central administration of the Ministry of Education, 16,772,347, or 2 percent. The details of the national budget of the Ministry of Education for the year 1937-38 are shown in the following table:

TABLE 3.—*Budget of the Ministry of Education in 1937-38*

Item	Expenditures		
	Regular	Special	Total
1	2	3	4
	<i>Dinars</i>	<i>Dinars</i>	<i>Dinars</i>
Ministry.....	14,658,879	2,113,468	16,772,347
Academies of science.....	355,602	930,220	1,285,822
Libraries.....	1,133,508		1,133,508
Archives.....	713,769		713,769
Museums.....	4,647,470	37,000	4,684,470
Special research institutes.....	2,347,801	94,000	2,441,801
Universities.....	67,774,154	8,078,576	75,852,720
Higher schools of economy and commerce.....	2,468,232	35,000	2,503,232
Schools of arts.....	5,392,374	711,350	6,103,724
Higher pedagogical schools.....	2,060,518		2,060,518
Greek-Orthodox theological schools.....	7,600,000		7,600,000
Catholic theological schools.....	5,676,906		5,676,906
Islamic theological schools.....	3,536,232		3,536,232
Old Catholic Seminary at Zagreb.....	40,000		40,000
Secondary education.....	116,936,400	4,230,000	121,166,400
Normal schools.....	18,914,348	597,500	19,511,848
Civic schools.....	37,864,355		37,864,355
Elementary education and adult education, including housekeeping schools.....	514,524,823	3,133,000	517,657,823
Provincial national theaters.....	276,508	1,992,000	2,268,508
National Theater at Belgrade.....	5,999,413		5,999,413
National Theater at Zagreb.....	3,994,150		3,994,150
National Theater at Ljubljana.....	2,974,350		2,974,350
State Printing Office at Belgrade.....	17,796,400	4,916,000	22,712,400
State Printing Office at Sarajevo.....	5,191,972		5,191,972
Others.....		1,000,000	1,000,000
Pension of teaching personnel.....	184,242,000		184,242,000
Total.....	1,027,120,164	27,868,114	1,054,988,278

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CHAPTER II: INFANT AND ELEMENTARY EDUCATION

Preschool education.—Infant schools (zabavišta) are in all larger cities and important rural centers. They are maintained by the nation, municipalities, communities, or private bodies. The curricula include prayers, exercises in speech, and numbers. Much emphasis is placed on personal hygiene, medical examination, diet, gymnastics and open-air games, and modeling. An infant school accepts children from the age of 4 up to the time of admission to a primary school. Attendance is not compulsory. A new school may be opened with the consent of the Ministry at the request of parents or community councils where there is a group of 30 infants.

Elementary education is mainly public, commonly coeducational, lay, free of tuition fees, and compulsory, and aims to—

educate pupils in the spirit of State and National unity and religious tolerance; make of them moral, faithful, and active members of the Nation and society; and disseminate education broadly among the people both directly and indirectly through collaboration with the cultural institutions for popular instruction.¹

It is compulsory in the sense that all children, whether of rich or poor parents, citizens or aliens, must begin attendance after the summer vacation of the year in which they attain the seventh year of age and continue for 8 years. Severe penalties are imposed for violation of the law. Freedom from tuition fees is recognized as the right of all children who come within the provisions of the compulsory regulations.

It is public and coeducational to the extent that of the 8,585 schools in operation in 1936–37, only 111 were private, and there were but 114 separate schools for boys and 103 for girls.

The general principle is that the expense of maintaining a school falls on those who organize it, but in both public and private schools the national treasury pays the teachers the salaries fixed by law. It may also help to erect new buildings and in some banovinas, such as Zetska and Vardarska, assumes the entire cost of the schools.

¹ Quoted from Law of December 5, 1929, which with amendments of July 7, 1930, December 29, 1930, March 31, 1931, and March 31, 1933, governs elementary education in Yugoslavia.

School year.—The school year begins on the first of September and closes for the summer vacation on the last day of June. The vacations are: Christmas, 4 days; Easter, 6 (from Holy Thursday to Wednesday after Easter); and summer, from July 1 to August 31. The school holidays are: (a) National—The Proclamation of Yugoslav Unity (December 1), and the birthday of King Peter II (September 6); (b) General school holidays—All Sundays, Saint Sava, Strossmayer's Day (February 4), Saints Cyril and Methodius (May 24), Saint Vita's Day, and Zrinski and Frankopan's Day (April 30); and (c) Religious holidays—for pupils of each denomination, amounting to a total of about 10 days per annum. The actual working school days are near 230 annually.

Classes are in session 6 days a week, the sessions beginning usually at 8 in the morning and continuing to 2:30 in the afternoon. Each class period is 50 minutes. The time table is so arranged that the afternoon lessons are mainly in physical training, handicrafts, and singing. Homework is intended to complete and repeat class work and must be of such a nature that the pupils can do it without help from others.

Organization of instruction.—The 8-year term of compulsory education is arranged in two periods of 4 classes (years) each. The first of these constitutes the primary schools (osnovne škole); the second, the advanced elementary schools (više narodne škole). Each numbers its classes from I, the lowest, to IV, the highest. The curriculum or program for the primary school (osnovna škola) is fixed by Ministerial Decree of July 15, 1933, and is as follows:

TABLE 4.—Program of studies for the 4-year primary schools

Required subjects	Hours a week by classes				
	I	II	III	IV	Total
I	2	3	4	5	6
Religion with moral education	1	1	2	2	6
National language (Serbo-Croatian-Slovenian)	10	9	6	5	30
Geography			2	3	5
History			1	3	4
Natural history and hygiene			3	3	6
Arithmetic with elements of geometry	5	5	4	4	18
Drawing		1	1	1	3
Penmanship		1	1	1	3
Practical science (agriculture or trade for boys, domestic science for girls), and manual work		1	1	1	3
Singing	1	1	3	3	6
Gymnastics (Škol)	2	2	2	1	7
Total	19	20	26	27	92

The outlines for teaching the subjects and the objectives that it is hoped may be attained, do not differ materially from those in other countries. An exception may be that arithmetic is begun early and is considerably stressed in the first 2 years.

Sparsely settled areas.—In remote villages with few people, especially in the mountain regions, *ambulatory schools* (*ambulantne škole*) move from one village to another staying 5 months in each. The curriculum is about the same as that of the 4-year primary school. The school year at any one village is usually from September 1 to February 1, or February 7 to July 1. As soon as the number of pupils justifies it, a permanent school replaces the ambulatory.

Some small villages with at least 10 children aged 7 to 14 that for one reason or another cannot attend the nearest primary school, have *school stations* (*školske stanice*) with the sessions regularly conducted three times a week, making in each class at least 10 hours weekly, by teachers from the neighboring primary schools. Usually they offer the work of the first 2 years of the primary school and prepare the pupils for the third class. The school year in them is from September 1 to June 28.

Advanced elementary schools.—Now comes more serious work in the advanced elementary schools (*više narodne škole*). The program of 28 hours a week for 4 years is well-unified and arranged for boys and girls between the ages of about 11 and 15, the years of early adolescence. No fewer than 13 of the 28 hours are given to practical science and skill, hygiene, manual work, drawing, penmanship, singing, and physical training. The national language, arithmetic, and natural science come next with a total of 8 hours; religion, history, and geography have 7. The balance between the practical and the theoretical, if those terms may be used, is maintained at some 13 to 15, respectively. The two curricula, one for boys the other for girls, were prescribed by Ministerial Decree of August 26, 1932. That for the boys is given in the next table.

To have the program for the girls, strike from the table the subject "Practical science and skill" with 3 hours weekly and enter in its place "Domestic science" for 2 hours weekly; add 1 hour weekly to each of the first three classes in the National language; and 1 hour in class IV to arithmetic.

TABLE 5.—*Program of studies for advanced elementary schools for boys*

Required subjects	Hours a week by classes				
	I	II	III	IV	Total
I	2	3	4	5	6
Religion.....	2	2	2	2	8
National language.....	3	3	3	4	13
History.....	3	3	3	3	12
Geography.....	2	2	2	2	8
Arithmetic with elements of geometry.....	3	3	3	3	12
Natural science.....	2	2	3	4	11
Practical science and skill.....	3	3	3	3	12
Hygiene.....	2	2	2	2	8
Manual work.....	2	2	2	2	8
Drawing.....	2	2	2	2	8
Penmanship.....	2	2	2	2	8
Singing.....	1	1	1	1	4
Physical training.....	1	1	1	2	5
Total.....	28	28	28	28	112

Outlines of the courses.—What to do with children in the years of early adolescence, the kind or kinds of education to give them, the extreme importance of these years in their effects on later life and development, are generally much in the forefront of educational thought and discussion in most countries. To give in some detail the outlines of the subjects that are taught in the advanced elementary schools seems both pertinent and timely. Accordingly that is done.

NATIONAL LANGUAGE (NARODNI JEZIK)

CLASS I

Clear logical reading in Cyrillic and Roman alphabets; grammar of all parts of speech except verb tenses; subjects, predicates, and regular subordinate parts of speech. Writing from dictation, and easy composition.

II

Readings from Yugoslav prose and poetry; grammar including verb tenses; composition and punctuation of sentences; spelling more difficult words. An easy composition each month.

III

More advanced reading; repetition of special parts of the grammar; an easy composition monthly.

IV

Appropriate selections from the national literature; review of grammar. Class compositions, letters, and narration.

HISTORY (ISTORIJA)

I

Prehistory; Greece before the Persian Wars; Sparta, Lycurgus, Solon; Persian Wars, Marathon, Thermopylae, Salamis; Pericles; Alexander the Great; Roman occupation of Greece; Greek philosophy and architecture.

Roman Empire; Christianity; Constantine the Great; fall of the empire.

Serbs, Croats, and Slovenes, their religion, Cyrill and Methodius, Serbian regents and Croatian kings. Charles IV and Pope Gregory VII.

II

Detailed history of Croatia, Slovenia and Serbia and their relations with Austro-Hungary, Germany, Russia, and Turkey. Reformation, Martin Luther; new calendar; Copernicus; United States of America, George Washington; French revolution.

III

National struggle for independence; Napoleon and the western Yugoslav lands; Vuk Karadžić; Alexander Karagjorgjević, Prince Mihailo; Strossmayer and Yugoslavia; Berlin Congress; Napoleon III; Peter the Great of Russia; Peter I Karagjorgjević; World War; Treaty of Versailles; union of the Yugoslav nation, King Alexander I, regency, and King Peter II.

GEOGRAPHY (ZEMLJOPIS)

I

Descriptive geography of the Balkan countries, their characteristics and relations to Yugoslavia. Brief review of the Balkan peninsula. Geography of Italy, Austria, Hungary, Rumania, Czechoslovakia, Russia, and Poland.

II

Descriptive geography of France, England, Belgium, Switzerland, Germany, Holland, Spain, Portugal, Sweden, Norway, and Denmark. America and its geographic and political divisions: United States, British West Indies, Mexico, Brazil, Peru, Chile, and Argentina.

III

Descriptive geography of Asia, Africa, and Australia; brief studies of the polar continents. Astronomical geography; the earth, celestial bodies and their dimensions and rotations.

IV

Summary of descriptive geography. Review of the oceans and continents. Characteristic elements of the earth's surface; motions and changes of the earth's crust, earthquakes, etc.; climate; topography. Inhabitants of the earth, races, languages, religions, and cultures. Yugoslavia—its physical and mathematical geography.

ARITHMETIC WITH ELEMENTS OF GEOMETRY (RAČUN S OSNOVIMA GEOMETRIJE)

I

Arithmetic: The four fundamental operations in whole numbers and in decimal and common fractions; study of linear, space, weight, and time measurements.

Geometry: The most important plane figures studied and drawn, perimeters and areas computed; study of congruence, similarity, and symmetry in figures.

II

Arithmetic: Direct and inverse proportion in mathematics; simple proportion; ratio and proportion; percentage computations.

Geometry: Hexahedron, prism, and pyramid considered and drawn; their surfaces and cubic contents computed; less complicated similar forms studied.

III

Arithmetic: Review of previous work; square and cube root; arithmetical and geometrical formulae applied.

Geometry: Cylinder, cone, and sphere studied and drawn; their surfaces and cubic contents computed.

IV

Arithmetic: Interest; commercial paper; bills of exchange discounted; mathematical relations shown and graphical representation taken advantage of in the solution of simpler problems.

Geometry: Survey of planimetry; coincidence of triangles; circle; geometrical position; properties of triangles; quadrilaterals and polygons and their general properties.

NATURAL SCIENCE (POZNAVANJE PRIRODE)

I

Zoology.

II

Botany; geology; special agricultural botany; and botanic geography

III

Human anatomy and physiology.

Physics: Heat, magnetism, steam, and acoustics.

IV

Physics: Mechanics of liquids; electricity; light.

Chemistry: Air, oxidation; properties of the more important organic and inorganic substances; chemical symbols and formulae.

**PRACTICAL SCIENCE AND SKILL (PRAKTIČNA
PRIVREDNA ZNANJA I UMENJA)**

(FOR BOYS)

In this form of practical training, the curriculum may include bookkeeping, accountancy, trade correspondence, elementary banking and finance, and practical agriculture. The local school authorities, with the consent of the Ministry of Education, may select any of the subjects named.

HYGIENE (HIGIJENA)

I

General problems of hygiene; the human organism; conditions of good health; air, its composition; water and soil; rest and sleep; heat and its effects.

II

Clothing, shoes, and bed; care of health.

III

Infectious diseases; bacteriology; the home and its relation to provision for sanitation.

IV

Personal hygiene; child hygiene; hygiene of population; first aid.

DOMESTIC SCIENCE (DOMAĆINSTVO)

(FOR GIRLS)

I

The home, ventilation, heating, and cleaning; clothing, washing, dyeing, ironing, sewing; foods, selection and preparation.

II

Health, sanitary training in the family; nursing; diet.

III

Nutrition; preservation of foods; baking.

IV

Household bookkeeping; home economics; work, rest, and games; child care and training; diseases of children; first aid, and care of the sick.

MANUAL WORK (RUČNI RAD)

Manual work is offered in all classes. For boys, it includes decorative clay modelling, wood and metal work, bookbinding, carpentry, and basket making. The girls are taught sewing, hemming, embroidery, knitting, lace making, clay modelling, and basket plaiting.

DRAWING (CRTANJE)

Drawing with pencil, colored crayon, charcoal, and water colors is taught in all classes. Pupils draw from both memory and nature.

SINGING (PEVANJE)

The course includes exercises in breathing, voice, hearing, rhythm, intonation, and elementary theory of music. Special attention is paid to chorus singing.

Experimental elementary schools (Ogledne narodne škole).—Of the few elementary schools of the experimental type, a strong one is the Experimental Elementary School named for King Alexander I (Ogledna Narodna Škola "Kralj Aleksandar I" u Beogradu), at Belgrade. It was founded September 1, 1935, has 14 classes, including 2 for infants 4 to 7 years of age. It is intended to be the embryo of a Yugoslav new school (nova škola) which will apply methods thought most appropriate for the pupil's growth and national development. A child in it is a participant in the process of learning, not only in the acquisition of knowledge and information from books or from the teacher, but in his own activities in exercising his mind and body and developing his national emotions. The curriculum is the same as that of the regular elementary schools.

Special schools for defective children.—(Compulsory attendance at special schools is required of all children who are unable to profit by the work of the regular schools. These institutions are public and their teachers, besides holding the regular teachers' diploma, must have a special certificate of fitness for teaching in schools for defective children, which is granted on the completion of special courses in psychology and pedagogics, and passing the prescribed examination.

Seven such schools with a teaching personnel of 92 enrolled 576 children in 1935-36. For physically defective children see page 64.

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CHAPTER III: GENERAL SECONDARY EDUCATION

Organization.—The typical complete (potpune) secondary school of general education is organized in 8 classes of 1 year each numbered from I, the lowest, to VIII, the highest. It may be coeducational and of the 185 operating in 1936-37, 123 were so, while 39 were for boys only and 23 for girls. Admission to class I is on completion of a 4-year primary school plus an entrance examination and the entrants are normally 10 or 11 years old. The work of the first 4 classes is termed the junior course (nižji tečaj); of the last 4, the senior (višji tečaj). Passing the final examination at the completion of the junior course earns a "certificate of having passed the junior course examination" (svedočanstvo o nižem tečajnom ispitu) which is commonly called "little matura" and admits to the senior course. The holder may enter also a normal or any vocational secondary school. Graduation from the senior course is marked by the "certificate of having passed the senior course examination—maturity examination" (svedočanstvo o višem tečajnom ispitu—ispitu zrelosti) generally known as "great matura." It is the *sine qua non* for admission to institutions of higher education, the higher pedagogical schools excepted.

Schools that offer only the junior course are spoken of as incomplete (nepotpune).

Historical.—General secondary education developed at quite different rates in the various sections of the present Yugoslavia. The first school for this purpose was founded in 1418 at Ljubljana, Slovenia, with Latin as the teaching medium. In the sixteenth century Slovenia had a few other schools using both Slovenian and Latin. Former Serbia, both before and after the Ottoman invasion, kept secondary education to the monastic type of preparing boys for the priesthood. Not until 1791 was a lay school opened for boys, and until 1863 for girls, both at Belgrade. Conditions were better in Croatia and regular lay schools appeared earlier. The first institution with a 6-year curriculum was founded near the close of the fifteenth century and by the

end of the seventeenth there were five such schools. In Montenegro, the Russian Government opened a secondary school for boys and an Empress Maria Institute¹ for girls in 1869. In 1882 Montenegro established a junior secondary school which grew into a full 8-year school in 1902. Dalmatia founded and located at Ragusa, now Dubrovnik, its first secondary school in 1658. In Bosnia the first junior type school was opened in 1878.

Kinds of schools.—However varied historical developments may have been in different parts of the Kingdom, secondary education in Yugoslavia follows closely the central European pattern. Austria and Hungary influenced it strongly. Turkish ideals seem to have had little effect. Classified as to curricula offered, the schools are of the usual three kinds: Classical gymnasia, real gymnasia, and real schools. The *classical gymnasium* (klasična gimnazija), like such institutions in other countries where they exist, stresses the ancient Greek and Roman classics. Latin is begun in class I; Greek in class III. The *real gymnasium* (realna gimnazija) pays more attention to modern languages and history. French is begun in class I; German in class III; and Latin in class V. Greek is omitted. The *real school* (realka) emphasizes mathematics and science and no classical languages are taught.

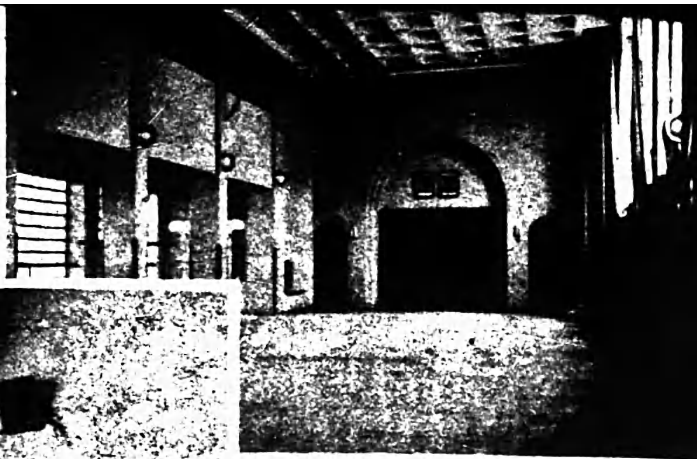
The Law of Secondary Schools (Zakon o srednjim školama) of August 31, 1929, and its amendments of July 20, 1931, states that the purpose of the schools is to—

develop harmoniously the ability of the student, give him a general and national education, cultivate his morals and character, instill discipline and conscience as regards his problems in life and his social and civic duties, aid him to make progress easily and successfully in his chosen profession, and fit him to study independently in any technical or scientific branch of higher schools and universities.

Curricula.—The curriculum for each kind of school was fixed by the Ministry in 1936, and presumably was arranged to attain the ends expressed in the law. The curricula will be discussed in turn, but before taking them up, the reader will be helped in his appreciation of them if he learns something of the time allotments and the grading system.

¹ An account of the work of the Department of the Institutions of Empress Maria is in *Education in Russia* by Thomas Darlington, volume 23 of Special Reports on Educational Subjects, issued by the Board of Education of England and Wales, in 1909.

GYMNASTIC HALL, CLASSICAL GYMNASIUM, ZAGREB



SCHOOL HOSPITAL, NORMAL SCHOOL FOR GIRLS, NOVI SAD

STUDENTS' LIBRARY, CLASSICAL GYMNASIUM, ZAGREB



CLASSROOM, NORMAL SCHOOL FOR GIRLS, NOVI SAD

CLASSROOM, CLASSICAL GYMNASIUM, ZAGREB



School year.—Normally the schools are in session 230 days a year. The vacations and holidays are practically the same as those for the elementary schools. (See p. 18.) The year is in 2 semesters (polugodišta): September 10 to December 22; and December 23 to June 30. Schools are open 6 days a week from 8 a. m. to 12 noon, and 1 p. m. to 2:30 p. m. Class periods are 50 minutes each. Students are expected to take from 2 to 4 hours each day to prepare their lessons.

Grading system.—The general scale of marks for achievement (uspjeh) in the separate subjects of study is: Excellent (odličan), 5; very good (vrlo dobar), 4; good (dobro), 3; poor (slab), 2; worthless (rdjav), 1.

The grades for conduct (vladanje) are: Excellent (odlično), 5; very good (vrlo dobro), 4; good (dobro), 3; and bad (lose), 1.

The curricula follow.²

TABLE 6.—Curriculum for the classical gymnasium

Compulsory subjects	Hours a week by classes (years)									Total
	I	II	III	IV	V	VI	VII	VIII		
	1	2	3	4	5	6	7	8	9	
Religion.....		2	2	2	2	2	2	2	2	16
Serbo-Croatian and Slovenian.....		5	4	4	4	4	4	4	4	33
French.....		3	3	3	3	3	3	3	3	24
Latin.....		5	5	4	4	5	5	4	4	36
Greek.....				4	4	4	4	4	4	24
History.....			2	3	3	3	3	3	3	20
Geography.....		2	2	2	2	2	2	1	2	15
Natural history.....		2	3			2	2	2	2	11
Physics.....				3				3	3	9
Chemistry.....					2			2		4
Hygiene.....					2		1		1	4
Mathematics.....		3	3	3	3	3	3	3		21
History of arts.....									2	2
Elements of philosophy.....									3	3
Drawing.....		2	2							4
Penmanship.....		2								2
Singing.....		2	2							4
Gymnastics.....		2	2	2	2	2	1			11
Total.....		30	30	30	31	30	30	31	31	243

NOTE.—In schools with Slovenian the medium of instruction, Serbo-Croatian is taught additionally 2 hours a week in the first 4 years.

² Persons who wish to compare these curricula with those of the secondary schools in four other European countries, will find detailed accounts in the following listed publications of the Office of Education: Bulletin 1930, No. 17. Secondary education in Norway; Bulletin 1932, No. 5. Education in Belgium; Bulletin 1935, No. 11. Education in Czechoslovakia, and Bulletin 1938, No. 15. Education in Germany.

Outlines of the courses.—Table 6 lists the subjects offered and tells how often weekly the students must recite them. It is valuable but at best gives only slight knowledge of the breadth and depth of the teaching and the stage to which a graduate of one of these schools is advanced. It needs to be supplemented by the outlines of what is taught. (See pp. 30–38.) So that they would not be much too long and tiring, they are limited to the final four classes, V to VIII and summarized as much as possible without defeating the purpose for which they are offered.

RELIGION (VERONAUKA)

Instruction in all classes is given in accordance with programs made up by the respective denominations and approved by the Ministry of Education.

SERBO-CROATIAN (SRPSKOHRVATSKI JEZIK) AS THE LANGUAGE OF INSTRUCTION

Aims: Thorough knowledge and secure command of the language in its literary version, grammar, lexicography, and style; free expression in speech and writing; a literary culture based on analysis of content and form, and on a study of theory and history of literature.

CLASS V—4 PERIODS¹

Theory.—Review of grammar; phonetics and morphology of the ancient Slavonic language with application to the Serbo-Croatian; brief survey of the national literature; epic poetry and didactic songs.

Class readings.—Selections from epic anthology, folk lore, pedagogical periodicals, etc.

Home readings.—The following authors; J. Subotić, Vojislav, Ilić, V. Nazor, F. Prešern (*Krat pri Sarici*), Homer, Tenison, Mickiewicz.

Composition.—Description and narration, memorizing selected excerpts, letters. Class composition each semester, and biweekly home compositions in Latin and Cyrillic alphabets.

VI—4

Theory.—Brief survey of the historical development of the Serbo-Croatian language; poetry, romance, and novels; drama; history of the ancient Serbo-Croatian and Slovenian literature.

Class readings.—Selections from best known authors, including Shakespeare and Molière.

¹ From here on the words "class" and "periods" will be omitted.

Home readings.—Pera Segedinac, Teuta, Novela od Stanca, Suze sina razmejnoga, and selections from Dante, Ariosto, and Tasso.

Composition.—As in V.

VII—4

Theory.—Literature of the XVIIIth century.

Class reading.—As in VI.

Home reading.—Dositej (*Život, Basne*), M. Reljković (*Satir*), Karadžić (*Gorski vijenac*), J. St. Popović (*Turdica, Pokondirena tikva*), Lj. Nenadović (*Putopisi*), Jakšić (*Jelisaveta, Stanoje Glavaš*), and F. Marković (*Kohan i Vlasta*).

Oral and written composition.—As in V and VI.

VIII—4

Theory.—History of modern and Serbo-Croatian literature, historical development of Serbo-Croatian and Slovenian languages.

Readings.—Selections from Jagić, Novaković, T. Smičiklas, Štrossmayer, Račky, B. Knežević, S. Jovanović, and others.

Literature.—Biweekly seminars of 1½ hours each.

Composition.—Oral and written as in V, VI, and VII.

SLOVENIAN LANGUAGE (SLOVENAČKI JEZIK)

The outlines for instruction in Slovenian are about the same as those for Serbo-Croatian.

FRENCH LANGUAGE (FRANCUSKI JEZIK)

Aims: Ability to read and write French and understand modern French literature; thorough knowledge of the grammar; practice in the use of the language. The teaching medium in all classes is French.

V—3

Theory.—Review of grammar, idiomatic forms, syntax, sentence structure, orthography.

Readings.—Selections from Malot (*Sans famille*), Le Sage (*Gil Blas*), Cervantes-Florian (*Don Quichotte*), Souvestre (*Au coin du feu*), J. Sandeau (*La Roche aux mouettes*), Töpffer (*Nouvelles genevoises*), Stahl (*Maroussia*), Auguste Dorchain (*Les Cent meilleurs poèmes lyriques de la langue française*).

Composition.—Description, narration, conversation, memorizing excerpts from poetry, class composition each month.

VI—3

Theory.—Grammar: regular verbs, compound forms; the subjunctive clauses; passive, impersonal and irregular verbs.

Readings.—B. de Saint-Pierre (*Paul et Virginie*), A. Daudet (*Le Petit chœur*), J. Verne, J. Sand (*La Mare au diable*, *La petite Fadette*), Merimée (*Colomba*), Halévy (*L'Abbé Constantin*), Voltaire (*Histoire de Charles XII*).

Composition.—As in V.

VII—3

Theory.—Grammar, synonyms, proverbs, and gallicisms; history of French literature of the XIXth century.

Reading and analysis.—V. Hugo (*Hernani*), Augier (*Le Gendre de M. Poirier*), Sandeau (*Mlle de la Seiglière*), A. Daudet (*Tartarin de Tarascon*, *Lettres de mon moulin*), P. Loti (*Pêcheur d'Islande*), A. France (*Le crime de Sylvestre Bonnard*), Sarcey (*Le Siège de Paris*), Maupassant (*Contes choisis pour la jeunesse*), Seignobos (*Histoire de la civilisation contemporaine*).

Composition.—Class and home compositions twice each semester. Conversation and memorizing as in V and VI.

VIII—3

Theory.—History of French literature of the XVIIth and XVIIIth centuries, general review of rhetoric.

Reading and analysis.—As in VII, including Molière (*Le Bourgeois Gentilhomme*, *Les Précieuses ridicules*), Corneille (*Le Cid*), Racine (*Britannicus*), La Fontaine, selections from Rousseau.

Composition.—Composition and conversation as in VII.

LATIN (LATINSKI JEZIK)

Aims: Ability to understand and translate Latin writers, familiarity with the ancient Roman culture and its spirit.

V—5

Theory.—Grammar, review regular and irregular morphology; systematic study of syntax of agreements and the use of cases; prosody and versification, scansion.

Reading.—Selected chapters from Sallust, Cicero (*Orations*). Oral and written translations from Latin to the language of instruction.

Composition.—Home and class compositions each month.

VI—5

Theory.—Grammar, review of syntax; careful study of moods and tenses; otherwise as in V.

Reading and translation.—Selections from Ovid and Cicero, well-known poems memorized, ancient life with important movements in literature taught in connection with reading. Translation as in V.

Composition.—As in V.

VII-4

Theory.—Short review of syntax; essentials of style; prosody scansion.

Reading.—Selections from Roman letters (Cicero, Plinius); drama and comedy (Terentius Plautus); Virgil (*Aeneid*); one book of Livy. Survey of history and literature based on the reading. Well-known poems memorized and declaimed. Translation as in V and VI.

Composition.—As in V and VI.

VIII-4

Theory.—Short review of grammar, syntax, and style; history of classical Roman literature.

Reading.—Selections from Horace, Seneca, Tacitus, Plautus, Terentius, and others. Translation as in previous classes.

Composition.—As in previous classes.

GREEK (GRČKI JEZIK)

Aims: Ability to translate and understand Greek writers; study of Greek classical culture and its problems.

V-4

Theory.—Grammar, regular forms, irregular declensions, syntax.

Reading.—Legends, myths, history; chapters from Xenophon, Herodotus, and others; Ionic dialect. Translations from Greek to the language of instruction and translation at sight.

Composition.—Home and class three times a semester.

VI-4

Theory.—Grammar, review of forms, tenses, and moods.

Reading.—The epic period, Plutarch and Homer; Attic dialect, difference between Attic and Ionic. Translation as in V.

Composition.—As in V.

VII-4

Theory.—More advanced study of grammar and syntax, including prosody.

Reading.—Plato, Demosthenes, and others. Translations as in V and VI.

Composition.—As in V and VI.

VIII-4

Theory.—General summary of grammar and syntax; history of Greek literature.

Reading.—Selections from Plato, Aristotle, Sophocles, Euripides, and others. Translation as in previous classes.

Composition.—As in previous classes.

HISTORY (ISTORIJA)

Aims: To give a general survey of the political and cultural development of mankind, with a special study of the history of Yugoslavia.

V—3

General ancient history.—The Orient and Oriental civilizations; rise and fall of Greece; rise and fall of Rome; rise and spread of Christianity; triumph of the barbarians and end of the ancient world.

Yugoslavia under the Roman Empire, Germanic invasions and the Roman Empire, migration of the Serbs, Croats, and Slovenes.

VI—3

Medieval history.—Fall of the Roman Empire, Charlemagne, rise of the Papacy; Eastern and Western Slavs, Bohemia, Poland, Russia; French feudalism; the Hungarian state; struggles between the popes and the emperors; the first Slav states; settlement of the Magyars on the Danube and their influence on the Slavs; the southern Slavs and states; history and culture of the XIVth and XVth centuries.

VII—3

Renaissance and reformation.—Renaissance and humanism in Italy, Germany, France, and England; religious wars; Thirty Years War; Poland and Russia; the reformation in Slovenia and Croatia; absolutism in the XVIIth and XVIIIth centuries; Austria and the Southern Slavs; Turkish War of 1683 to 1699, and independence of Slovenia and Croatia; Serbian War under Arsenji I; culture of the XVIIth and XVIIIth centuries; French revolution; Napoleon, the Southern Slavs and Napoleon; Congress of Vienna; first Serbian revolution; Montenegro under Peter I.

VIII—3

Modern history.—Europe after the Congress of Vienna; revolutions of 1830 and 1848; liberation of Serbia and Greece; Russia and the Near East; United States in the XIXth century and the first quarter of the XXth century; remote and immediate causes of the World War and its results.

Detailed history of the Serbs, Croats and Slovenes; Strossmayer and Yugoslavia; nationalism of the Southern Slavs; Yugoslavia of the present time.

History of modern culture.

GEOGRAPHY (ZEMLJOPIS)

Aims: Thorough knowledge of the physical structure of the earth and of the life on it; geographical, historical, and economic situation of mankind, and especially of Yugoslavia and the Balkan peninsula.

V—2

Physical, bio-, and anthropo-geography of the earth.—Survey of the climate of Yugoslavia.

VI—2

Cosmography.—Celestial bodies, their dimensions, rotations, and time; solar system; elements of cosmogony (Kant, Laplace).

VII—1

Ethnology.—Prehistoric times; distribution of mankind by races and peoples; great factors in economic, political, and cultural life; survey of the Yugoslav nation from its early era to the present.

VIII—2

Yugoslavia.—Its physical geography in detail; contact in trade with other countries. The national Yugoslav Government in detail; political economic, financial, cultural, and social questions. International aspects of Yugoslavia.

NATURAL HISTORY (PRIRODOPIS)

Aims: To give a knowledge of the construction and origin of organic and inorganic bodies; to develop the ability to observe exactly natural phenomena.

V—2

Botany.—Sporophyta plants from the point of view of morphology; review of the most important groups of plants based on morphologic, anatomic, and biologic facts; plants that play an important role in life; plant anatomy and physiology. Yugoslav flora and their importance.

VI—2

Zoology.—I. Human anatomy and physiology, including biology. II. Various genera and species of animals based on a study of typical forms; zoogeography, extent and influence of geographical factors. Excursions, collections, and exercises.

VII—2

Mineralogy with petrography.—Morphology, chemistry, and physics of the most important minerals, their origin and formation. Elements of crystallography.

Geology.—Geophysics; mountain structure; history of the earth's formation; fossils; tectonics; historic geology. Geological survey of Yugoslavia.

PHYSICS (FIZIKA)

Aims: To impart a knowledge of important physical phenomena, their orderliness and importance in nature and in practical application; develop ability to conduct experiments and reason therefrom; acquire the main principles of physics.

VII—3

Forms and properties of matter; force, its measurement, composition, and resolution; motion, Newton's laws; potential and kinetic energy; mechanics.

Properties of liquids; liquids at rest and in motion.

Properties of gases; gases at rest and in motion; the air, atmospheric pressure; laws of gases; aviation.

Wave motion, its origin and nature, principles governing it.

Sound; sources, propagation and velocity; tone, intensity, pitch and timbre; music; reflection, refraction, and interference of sound; the ear and hearing.

VIII—3

Basic principles and fundamental phenomena of heat, light, magnetism, and electricity, each studied separately and in considerable detail.

CHEMISTRY (HEMIJA)

Aims: To give a knowledge of the physical and chemical properties of the most important elements and compounds, teach the hypotheses of the origins of organic and inorganic substances, illustrate by experiment the laws of chemistry, and give the chemistry that is needed in household economics.

VII—2

Inorganic chemistry.—Molecular and atomic theories, kinetic theory of gases; laws of Avogadro, Mitscherlich, Gay-Lussac, and Berthollet; valence, chemical formulae; elements of thermo-chemistry; electrolysis; chemical affinity. The metals—their groups and commercial uses.

Organic chemistry.—Composition of organic substances—their classification; analyses of ethylene, acetylene, etc.; distribution of carbon in nature; organic analysis, methods of determination. Organic processes in nature and in the human body.

HYGIENE (HIGIJENA)

Aims: To present physiology in such a way that the students may have a scientific knowledge of the human body and the things that endanger its growth, development, and efficiency.

VI—1

The human body—need of hygiene, conditions of good health, proper diet, rest and sleep; diseases—their causes and prevention as well as cure; accidents and first aid; poisoning by alcohol and tobacco; physical training; hygiene—social, community, home, school, personal; physical examinations; insurance and protection of workers. Emphasis is placed on the applications of physiology to the life of the student.

VIII—1

Public health; movements of population; care of mothers and children; social diseases, their prevention and cure; public institutions for handicapped elements of the population; administration of sanitation; brief history of medicine and hygiene. Survey of health laws and ordinances in Yugoslavia.

MATHEMATICS (MATEMATIKA)

Aims: To give accuracy and skill in computation and in understanding of numerical relationships; to learn the correct functions of mathematical expressions and how to adapt them.

V—3

Algebra.—Square roots, irrational numbers; equations of the second degree; second degree functions graphed; decimal numerical system; general properties of fractional and irrational exponents.

Geometry.—Planimetry. Similar figures; the mean proportional; triangle; properties of quadrilaterals and polygons.

Trigonometry.—Trigonometrical functions; circle and polygons; segments, arcs; trigonometric computations and measurements.

VI—3

Algebra.—Infinite series; infinite geometrical progressions; problems producing quadratic equations; decimal fractions; logarithms and logarithmic operations.

Geometry.—Symmetry; polyhedrons, their angles, surfaces and volumes; surfaces of cylinders, cones and frustra; the sphere, its surface and volume; plane intersecting a sphere.

VII—3

Algebra.—Exponential equations; arithmetical and geometrical progressions; compound interest; rent and amortization.

Trigonometry.—Review; unusual formulae for the triangle; solving trigonometric equations or systems of equation, solving triangles; application to the geometry of space; application of trigonometry to planimetry and sterometry.

Analytical geometry.—Cartesian coordinates; distance between two points; division of a line segment into two parts in a given ratio; bisector; circle; conic section; standard forms of equations for the parabola, ellipse, hyperbola, tangents, normals, etc. Brief historic review of geometry.

ELEMENTS OF PHILOSOPHY (OSNOVI FILOZOFIJE)

Aims: A knowledge of the chief phenomena of mental life and of the intellectual development of humanity.

VIII—3

General problems of philosophy and its divisions.

Psychology.—Subject matter and methods; body and mind; thinking; emotions and bodily changes accompanying them; will, voluntary and involuntary action; character; sleep and dreams; abnormal mental life; psychology and religion.

Logic.—Subject matter and methods; elemental forms of thought; fundamental principles of logic; methodical forms of thought, observation and experiment, induction, deduction, hypothesis and theory; description and exposition; fictions and utopias; the scientific concept; the system of sciences; relation between the branches of science and philosophy.

HISTORY OF ARTS (UMETNOST)

Aim: To develop the æsthetic sense through study of masterpieces, including their history, and a historical survey of creative arts.

VIII—2

A brief historical survey of the creative arts from Grecian and Assyrian to modern times.

Curriculum of the real gymnasia.—Turn back to table 6 on page 29. Note that the total number of year-hours is 243. Strike out Greek, taught 4 hours a week each year for 6 years, a total of 24 year-hours. Strike out also the first 4 years of Latin and in the last 4 years reduce it from 5, 5, 4, 4, to 4, 4, 3, 3, making a reduction of 22 year-hours. Omit the history of arts, 2 year-hours, and reduce philosophy by 1 year-hour. That makes 49 year-hours which in the real gymnasia are applied to other subjects. They are taken mainly by German which is begun in III and carried on for 6 years with an allotment of 3 hours a week—18 year-hours; 8 additional year-hours in mathematics; 7 additional

in drawing; and 6 in manual training, a total of 39. The remaining 10 are distributed here and there among other subjects, such as 2 additional in natural history, 1 in geography, 1 in physics, 1 in chemistry, etc. The final total is 241 instead of 243 as in the gymnasium. This altered curriculum is as shown in the next table.

TABLE 7.—Curriculum for the real gymnasium

Compulsory subjects	Hours a week by classes (years)								Total
	I	II	III	IV	V	VI	VII	VIII	
1	2	3	4	5	6	7	8	9	10
Religion.....	2	2	2	2	2	2	2	2	16
Serbo-Croatian and Slovenian.....	5	5	4	4	4	4	4	4	34
French.....	3	3	3	3	3	3	3	3	24
German.....			3	3	3	3	3	3	18
Latin.....					4	4	3	3	14
History.....		2	3	3	3	3	3	3	20
Geography.....	2	2	2	2	2	2	2	2	16
Natural history.....	3	3			2	3	2		13
Physics.....			2	2			3	3	10
Chemistry.....				3				2	5
Hygiene.....			1	1		1	1		4
Mathematics.....	4	4	4	3	3	3	4	4	29
Elements of philosophy.....								2	2
Drawing.....	2	2	2	2	2	1			11
Penmanship.....	2	1							3
Singing.....	2	2							4
Gymnastics.....	2	2	2	2	2	1	1		12
Manual work.....	2	2	2						6
Total.....	29	30	30	30	30	30	31	31	241

NOTE.—In schools with Slovenian the medium of instruction, Serbo-Croatian is taught additionally 2 hours a week in the first 4 years.

Outlines of the courses.—In religion, Serbo-Croatian and Slovenian, French, history, geography, natural history, physics, chemistry, hygiene, and philosophy, the outlines are practically the same as they are for the gymnasia. In German, Latin, mathematics, and drawing, they are so different as to need summarizing and explanation.

GERMAN (NEMAČKI JEZIK)

CLASS V—3 periods

Theory.—Review of grammar, idiomatic forms, irregular verbs, compound and complex sentences.

Reading.—Easy selections on the history, geography, customs, and social conditions in Germany; poems memorized.

Composition.—Oral and written; dictation; translations. The medium of instruction in all classes is German.

VI—3

Theory.—Further study of grammar; elements of German verse; characteristics of German not found in Serbo-Croatian or Slovenian.

Reading.—Prose narrative, songs, ballads and romances, poems memorized.

Composition.—Class composition each month; home work biweekly; dictation and translations from German to the language of instruction and vice versa.

VII—3

Theory.—Advanced grammar; syntax—various forms of subordinate clauses and indirect speech; rhetoric.

Reading.—Selections from literature of the XVIIIth century; memorizing classical excerpts; emphasis on conversation in German.

Composition.—As in VI.

VIII—3

Theory.—Brief survey of rhetoric; history of German literature; critical analysis of a selected literary work.

Reading.—Selections from XIXth and XXth century literature.

Composition.—As in VI and VII.

LATIN (LATINSKI JEZIK)

Latin is begun in V. The final attainment in VIII is about equal to that of VI in the classical gymnasia.

MATHEMATICS (MATEMATIKA)

In V, VI, and VII, the subject matter is slightly more extensive than in the corresponding classes of the gymnasia.

VIII—4

Calculus.—Infinitesimal: Fundamental theorems of limits; limiting values of algebraic functions; continuity of functions; derivative of the functions of one variable; geometric and mechanical interpretation of the derivative; maximum and minimum values of a function. Integral: Integral function— $\sin X$ and $\cos X$; equations involving fractions. Differential: General formula for the differentiation of fractions; differentiation of X^n when n is a negative integral; function of a function; differentials. Brief historical survey of arithmetic, algebra, and infinitesimal calculus.

Analytic geometry.—Equation systems for the ellipse, hyperbola, parabola; equations of tangents by differential computation and the conduct of tangents. Brief historical sketch of geometry.

DRAWING (CRTANJE)

V—2

Projection drawing; ornamental design, regular forms, artistic fields decorated in Yugoslav motives, or studies based on elementary plant forms; simple color combinations; drawing from memory.

VI—1

Three-dimension forms with special emphasis on perspective and shadow and light effects; industrial and physical objects (human and animal forms, live plants, flowers, groups); drawing from memory.

Curriculum of the real schools.—The real school curriculum is not so sharply different from that of the real gymnasium. Latin and philosophy are omitted which free 16 year-hours to be used for other subjects; the national language is reduced in time by 4 year-hours; history, 2; geography, 1; and gymnastics, 1; total 24. One-third of this time is given to descriptive geometry which is taught 2 hours weekly for 4 years, 8 year-hours. Five additional year-hours go to chemistry; 3 each to mathematics and drawing; 2 to physics; and 1 to natural history. The history of arts is brought in for 2 year-hours.

The following table gives the curriculum in detail.

TABLE 8.—Curriculum for the real schools

Compulsory subjects	Hours a week by classes (years)								Total
	I	II	III	IV	V	VI	VII	VIII	
1	2	3	4	5	6	7	8	9	10
Religion.....	2	2	2	2	2	2	2	2	16
Serbo-Croatian and Slovenian.....	5	5	4	4	3	3	3	3	30
French.....	3	3	3	3	3	3	3	3	24
German.....			3	3	3	3	3	3	18
History.....		2	3	3	2	2	3	3	18
Geography.....	2	2	2	2	2	2	1	2	15
Natural history.....	3	3			2	3	3		14
Physics.....			2	2			4	4	12
Chemistry.....				3	3	2	2		10
Hygiene.....			1	1		1		1	4
Mathematics.....	4	4	4	3	4	4	4	5	32
Descriptive geometry.....					2	2	2	2	8
History of arts.....								2	2
Drawing.....	2	2	2	2	2	2	1	1	14
Penmanship.....	2	1							3
Singing.....	2	2							4
Gymnastics.....	2	2	2	2	2	1			11
Manual work.....	2	2	2						6
Total.....	29	30	30	30	30	30	31	31	241

NOTE.—In schools with Slovenian the medium of instruction, Serbo-Croatian is taught additionally 2 hours a week in the 4 junior years.

Outlines of the courses.—The outlines in religion, Serbo-Croatian and Slovenian, French, German, history, geography, natural history, physics, and hygiene are so similar to those for the gymnasia and real gymnasia that further comment on them is unnecessary. The outlines in chemistry, mathematics, descriptive geometry, and drawing require additional explanation.

CHEMISTRY (HEMIJA)

V—3

Inorganic.—Molecular and atomic theories; formulae; valence; equations and problems; oxygen and hydrogen; kinetic theory of gases; laws of Avogadro, Mysterlich, Gay-Lussac, and Barthollet; theory of ions; elements of thermochemistry. Nonmetals, their application and practical uses. Metals, the alkali metals, calcium group; zinc, aluminium, iron, copper, lead, silver (photography), gold, platinum.

VI—2

Organic.—Derivatives of methane and benzene and their uses in industry; halogen derivatives; alcohols; carbohydrates; organic acids; soaps; coal-tar compounds; petroleum; explosives; aromatic compounds; cider and vinegar; aspirin; tannin; phenol.

VII—2

Technology of chemistry; physical chemistry; electro-chemistry. Brief history of chemistry.

MATHEMATICS (MATEMATIKA)

In the real schools, mathematics has 3 year-hours more than in the real gymnasia. That increase of time permits a course somewhat broader and, in VIII, somewhat more advanced. Analytical geometry is completed in VII, and all the work of VIII (5 hours) is in calculus.

DESCRIPTIVE GEOMETRY (NACRTNA GEOMETRIJA)

V—2

Orthographic projection; projection of the point, of the straight line; representation of the plane; coordinate planes; projections of lines intersecting, parallel to or perpendicular to planes; problems of connection and intersection; construction of shadows of solids on planes; prisms and the pyramid in simplest positions. Regular systematic drawing of geometrical figures. Class graphic composition thrice each semester.

VI—2

Application of new planes for the determination of distances and angles of surface; axonometry; generation and classification of surface; the pyramid in common positions; intersecting surfaces of planes, their shadows and shades; prisms and pyramids and their shadows. Drawing and class graphic composition as in V.

VII—2

Normal projection and shadow of circle; circle projected as ellipses; relation of the images of two surfaces of a prism; generation of planes around a vertical axis. Drawing and class composition as in VI.

VIII—2

The sphere; horizontal cone and cylinder; construction of mutual points of surfaces and straight lines; elements of perspective and its application; projection of a straight spherical cone, straight and leaning spherical cylinder into a plane; shadows and shades of sphere, cone, and cylinder. Class graphic work thrice each semester.

DRAWING (CRTANJE)

V AND VI—2 EACH

As in the real gymnasia.

VII AND VIII—2 EACH

Water colors; drawing masterpieces of Yugoslav art; geometric planes; use of India ink; copying architectural plans; applications of descriptive geometry

The maturity examination.—On completion of any one of these types of curricula, students must take a senior course examination (viši tečajni ispit), or, maturity examination (ispit zrelosti).⁴ Its purpose is to test whether the knowledge and ability of the student fit him to study in a higher institution. It is held usually in May-June (exceptionally in September or January); is both written and oral; varies in content and character according to the curriculum; and is conducted by a special examination commission (Ispitni odbor) the chairman of which is a ministerial deputy (Ministarski izaslanik)⁵ especially appointed for the school by the Minister. The director of the school is vice chairman.

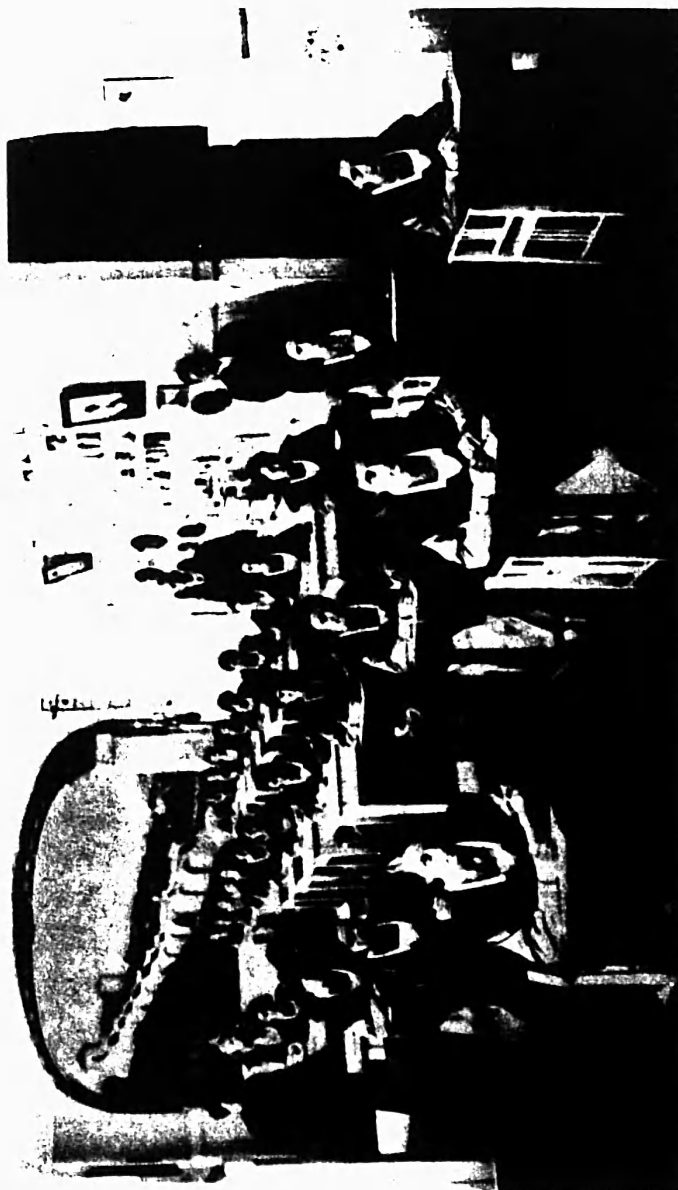
⁴ This is one and the same examination and is commonly designated in Yugoslavia by using both phrases united with a hyphen, as senior course examination-maturity examination (viši tečajni ispit = ispit zrelosti).

⁵ Chosen from the professors of a university or a higher pedagogical school.

Written senior course examination (Pismeni viši tečajni ispit).— This written part of the maturity examination is in the following listed seven subjects: (1) Composition in Serbo-Croatian or Slovenian; (2) Composition in French or German; (3) Translation from Latin or Greek into Serbo-Croatian or Slovenian; (4) Solution of problems in (a) algebra, (b) planimetry or stereometry, and (c) trigonometry or analytical geometry; (5) Composition in the language of instruction; (6) Same as "4" with the addition of (d) physics; (7) Solution of two problems in descriptive geometry. Gymnasia students are examined in 1, 2, and 3; real gymnasia, in 1, 2, and 4; and real school students in 1, 2, 6, and 7. In real gymnasia with a minority language as the teaching medium, the students write on 1, 4, and 5.

As to the conduct of the examination—the teacher of a subject makes out a list of 10 topics in his subject and hands it to the director who keeps it in a sealed envelope. On examination day, in the presence of the class, the commission opens the envelope, chooses one of the 10 topics, and announces it as the one on which the class is to write. Four hours is allowed for each subject. The result is judged first by the teacher of the subject; the commission gives the final grade. If it is *excellent* or *very good*, the student may be excused from the oral examination in that subject. Failure in two or more subjects of the written examination compels the candidate to wait a year before making another attempt. He may try three times.

Oral senior course examination (Usmeni viši tečajni ispit).— Only those who pass the written may try the oral part of the examination. It is in the following listed eight subjects: (1) Serbo-Croatian or Slovenian language and literature; (2) French or German language and literature; (3) Latin or Greek; (4) General and national history, including the geography of Yugoslavia; (5) Mathematics; (6) The language of instruction, including its literature; (7) French or German language; (8) Physics and chemistry. Gymnasia students must take 1, 2, 3, and 4, real gymnasia, 1, 2, 4, and 5; real school students, 1, 7, 8, 4, and 5. Students in real gymnasia with a minority language as the teaching medium must take 1, 6, 4, and 5.



WRITTEN MATURITY EXAMINATION. RUSSIAN INSTITUTE FOR GIRLS. BELA CRKVA.

Candidates who fail in one subject of the maturity examination may be permitted by the commission to take a supplementary examination the following September. The scale of marks used in making up the grades is: Excellent (Odličan)—5; very good (vrlo dobar)—4; good (dobar)—3; poor (slab)—2; and very poor (rdjav)—1.

The maturity certificate.—The maturity certificate, granted for success in the examination, has the long name of "certificate of having passed the senior course examination—maturity examination" (svedočanstvo o višem tečajnom ispitu—ispitu zrelosti). If it is from a gymnasium or real gymnasium, the holder may enter any faculty of a university except the faculty of engineering for which he must in addition pass an entrance examination in descriptive geometry. If it is from a real school, he is admitted at once to a faculty of engineering, but must pass a supplementary examination in classical language in order to be a student in any other faculty.

Secondary schools for minorities.—In the secondary schools for national minorities, which in 1936–37 enrolled 1,615 students, the children are taught through their mother tongue and either Serbo-Croatian or Slovenian is a study subject as the second language. Generally the curricula in these minority schools are the same as those of the regular secondary schools but 4 institutions⁶ for Russian children offer a curriculum which is a combination of those of the present Yugoslav real gymnasium and the pre-revolutionary Russian gymnasium. The medium of instruction is Russian; Serbian is taught as the second language. This combination curriculum is as follows:

⁶ First Russian-Serbian Gymnasium for Boys (1 rusko-srpska muška gimnazija), Belgrade; Russian-Serbian Gymnasium for Girls (Rusko-srpska ženska gimnazija), Belgrade; First Russian Cadet Corps (1 ruski kadetaki korpus), Bela Crkva; Russian Institute for Girls (Ruski devojački institut), Bela Crkva.

TABLE 9. — *Curriculum for the Russian minority schools*

Compulsory subjects	Hours a week by classes (years)								Total
	I	II	III	IV	V	VI	VII	VIII	
1	2	3	4	5	6	7	8	9	10
Religion	2	2	2	2	2	2	1	1	14
Russian	6	6	5	5	6	4	5	5	42
Serbian	3	3	3	3	3	3	3	4	25
French		3	4	4	4	4	3	3	25
German		3	4	4	4	4	3	3	25
Latin					4	4	3	3	14
History		2	2	1	4	4	5	4	22
Yugoslav history				3				2	5
Geography	2	2	2		2	2	2		12
Yugoslav geography				2				2	4
Ethnology						2	1		1
Cosmography									2
Natural history	3	2			2	3	2		12
Physics			2	2			3	3	10
Chemistry				2				2	4
Mathematics	4	4	4	4	4	4	5	5	34
Hygiene			1	1			1		3
Elements of philosophy									2
Drawing	2	2	2	2	2	1			11
Penmanship	1	1							2
Singing	2	1	1						4
Gymnastics	2	2	2	2	2	1			11
Manual work	2	2	2						6
Total	29	35	36	37	39	38	37	39	290

Note that the total of 290 year-hours is 49 more than in the Yugoslav real gymnasia.

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CHAPTER IV: SPECIALIZED SECONDARY EDUCATION

Seven main classes of schools with no fewer than 35 different kinds give specialized instruction on secondary levels, using the word "secondary" to mean the 8 years following the primary school and paralleling the period of general secondary education. General secondary education, as we have seen, is divided into a 4-year lower course and a 4-year higher course. For convenience, the corresponding years in specialized secondary education will be termed junior and senior secondary. The classes and kinds of schools are listed below and will be taken up in the order named. Those marked with an asterisk are of full senior secondary standing and in some instances carry the instruction even into first-year university work. The civic schools are entirely junior secondary; the others commonly overlap the later years of junior work and the early years of senior.

The civic schools, schools of music and dramatic and applied arts, and theological schools are within the jurisdiction of the Ministry of Education. The Ministries of Commerce and Industry, War and Navy, Communications, Finance, Forestry and Mines, Social Welfare and Public Health, and Agriculture administer the others.

LIST OF SPECIAL SECONDARY SCHOOLS

Civic schools

Technical and industrial:

- *Secondary technical schools.

- Trade schools for boys:

 - Masters' craft schools.

 - Vocational trade schools.

 - Special schools of arts and crafts.

- Trade schools for girls.

- *Vocational normal schools for girls.

- Vocational continuation schools:

 - General continuation schools.

 - Special craft continuation schools.

 - Special commercial continuation schools.

Technical and industrial—Continued.

Schools for noncommissioned officers:

Army trade schools.

Naval trade schools.

Schools of aeronautics.

Army schools of music.

*National Railway Communication School.

Railway craft schools.

Vocational courses for maritime service.

*National School for Tax-collectors.

*Land surveying schools.

National schools of mines.

*Schools for nurses.

Schools for hospital attendants.

Schools for midwives.

*Schools for health assistants.

Schools for abnormal children.

Commercial:

*Commercial academies.

*Naval commercial academies.

Two-year commercial schools.

*One-year commercial course.

Commercial schools of the Commercial League of Youth.

Agriculture:

*Secondary agricultural schools.

Lower agricultural schools.

Special agricultural schools.

Rural housekeeping schools.

Short courses in agriculture.

Forestry:

Schools of forestry.

Schools for foresters.

Music, dramatic and applied arts:

*Secondary School of Music at Belgrade.

*School of Dramatic Arts at Belgrade.

*School of Applied Arts at Belgrade.

Theology:

*Serbian Greek-Orthodox Theological Schools.

*Islamic religious schools.

*Jewish Secondary Theological Institute.

CIVIC SCHOOLS

Further provision for education in early adolescence is in the civic schools (*gradjanske škole*), which parallel advanced elementary instruction on the one hand, and on the other hand overlap and parallel the first 4 years of the complete, 8-year secondary schools. These civic schools are akin to the civic schools of Hungary, the *mellemskolen* of Denmark, and middle schools of Germany. Indeed, something similar is found in most European countries. They are intended for young people who can do more than the ordinary elementary work but are not able for some reason or other to benefit by full secondary school instruction. The Yugoslav Law of Civic Schools (*Zakon o gradjanskim školama*) was enacted December 5, 1931, and declares it is the aim of these schools to

- (a) Offer students, in addition to the required civic training as well as an education in the spirit of State and National unity and religious tolerance, a general education more extended than that given in advanced elementary schools; (b) prepare candidates for commercial, trade-industrial, or agricultural professions by giving them the necessary practical training; and (c) prepare candidates for vocational secondary schools.

They may be public or private, coeducational or separate for the sexes. Of the 219 reported for 1936-37, only 31 were private; 16 were for boys, 42 for girls, and the remaining 161 were coeducational. Tuition is free. An applicant for admission must have completed the 4-year primary school and be not over 14 years of age. In the first 2 years the curriculum is the same for all students. Specialization begins in the third year and for the final 2 years students may choose one of three options: Trade-industrial (*Zanatsko-industriski pravac*); commercial (*trgovinski pravac*); and agricultural (*poljoprivredni*). Ministerial Decree of May 12, 1936, fixes the curriculum as given in the following table:

TABLE 10.—Curriculum of the civic school with its 3 options

Compulsory subjects	Hours a week by classes (years)							
	Common courses		Trade-industry		Commerce		Agriculture	
	I	II	III	IV	III	IV	III	IV
1	2	3	4	5	6	7	8	9
Religion with moral education	2	2	2	2	2	2	2	2
Serbo-Croatian and Slovenian language ¹	4	4	3	3	3	3	3	3
French or German language	3	3	3	3	3	3	3	3
General and national history		2	2	2	2	2	2	2
General and national geography	2	2	2	2	2	2	2	2
Arithmetic	3	3	3	3	*3(2)	3(2)	3	3
Geometry with geometrical and technical drawing	2	2	3	3(2)	1	1	1	1
Bookkeeping and correspondence				2	2	2	2	2
Physics		2	2	2	2	2	2	2
Mineralogy, chemistry with technology			2	2	2	2	2	2
Botany and zoology	2	2				0		
Hygiene			1	1	1	1	1	1
Theory and exercises in agriculture, trade-industry, or commerce with elementary political and national economy			2	2	2	2	4	4(2)
Civic duties and elements of legislation			1	1	1	1	1	1
Freehand drawing	2	2						
Penmanship	1	1						
Stenography and typewriting					2	2		
Domestic science			(2)	(1)	(1)	(1)	(2)	(2)
Vocal and instrumental music	1	1						
Manual work	2	2	2(1)	1	(1)	(1)	2(1)	1
Physical training	2	2	2(1)	1	2(1)	2(1)	2(1)	1
Total	26	30	30	30	30	30	30	30

¹ In Dravska banovina (Slovenia) where the medium of instruction is Slovenian, Serbo-Croatian is taught an additional 2 hours weekly in all classes.

* In parentheses are the number of lessons for girls.

Outlines of the courses.—The outlines of the courses are similar in most respects to those for the advanced elementary schools given on page 19, but it should be remembered that civic school pupils take either French or German, and civic duties with elements of legislation; and that their natural science and practical studies are more extensive than those given in the elementary schools.

Graduation.—The student who completes the civic school curriculum and passes the final examination (završni ispit) is given a certificate (svedočansto). With it he may enter a vocational secondary school, and is eligible for appointment to lower positions in the civil service. He may also enter the senior course in a secondary school of general education provided he passes examinations in those subjects that he did not have in the civic schools.

TECHNICAL AND INDUSTRIAL

The Ministry of Commerce and Industry (Ministarstvo Trgovine i Industrije) has charge of secondary technical schools, trade schools for boys, and for girls, vocational normal schools for girls, and vocational continuation schools.

Secondary technical schools (*Tehničke srednje škole*) aim to train artisans who can work independently. They require for admission the completion of either a 4-year junior course of general education, a civic school, or a 4-year course in a lower trade school plus passing an entrance examination. The curricula are arranged in 9 options (*odseci*), each 4 years in duration:¹ Architecture, building construction, architecture and building construction, geodetic engineering, ship-construction engineering, mechanical engineering, electro-technics, lumber industry, and chemical industry.

Curriculum in architecture.—As to the nature, extent, and details of the curricula for the several options, the reader must be content with one sample, architecture, unless he wishes to look them up in the official publication.² The architecture option calls for the following with the time allotments given.

The curricula in the other options are similar but, of course, each offers extensive training in certain major subjects essential to it. The substance of each is the shop and laboratory work done in the school and the practical experience (*ferijalna praksa*) the students are required to have during the summer vacations by attaching themselves to some industrial enterprise.

¹ The geodetic engineering option is 2 years but it requires for admission the completion of 6 years in a secondary school of general education.

² They are given in *Glasnik Stručne Nastave*. On request, the Office of Education will furnish summaries.

TABLE 11.—*Curriculum of the architecture option in secondary technical schools*

Compulsory subjects	Hours a week by years				
	I	II	III	IV	Total
	1	2	3	4	5
Language of instruction and literature	2	2	2	2	8
German or French language	3	2	2		7
Geography	2				2
General history		2			2
Physics	3	2			5
Organic and inorganic chemistry		3			3
Planimetry, stereometry, and trigonometry	3	3	2		8
Descriptive geometry	3	3	4		10
Arithmetic, algebra, and higher mathematics	4	3	2		9
Mechanics, statics	2	3	3	4	13
Building construction and exercises	6	5	5		16
Knowledge of styles	4	3			7
Freehand drawing	6				6
Ornamental drawing and water colors		3	3		6
Mineralogy and geology		2			2
Project work and composition			6	13	19
Technology and knowledge of materials			3		3
Modeling		3			3
History of architecture and arts			4		4
City construction				2	2
Projects of agricultural constructions				6	6
Building machinery				1	1
Bookkeeping, legislation, and administration				1	1
Hygiene				1	1
Geodesy and exercises			3	3	6
Workshops	6	6	6	3	21
Estimates of construction				3	3
House decoration				3	3
Total	44	45	45	42	176

Graduation.—The certificate of having passed the graduation examination (Svedočanstvo o završnom ispitu) is granted the student who satisfies an examination commission in all the subjects prescribed in his option. The work is graded as: Excellent (odličan), 5; very good (vrlo dobar), 4; good (dobar), 3; satisfactory (dovoljan), 2; and unsatisfactory (nedovoljan), 1. The subjects in which the students must be examined for the different options are:

Architecture (Arhitektura):

Written—Language of instruction, mathematics, statics, descriptive geometry, projects of private and agricultural construction.

Oral—Municipal construction, technology, agricultural buildings, estimates of construction.

Building construction (Gradjevina):

Written—Language of instruction, mathematics, statics and iron construction, bridge construction, under surface construction.

Oral—Municipal and civil engineering, transportation and railroads, geodesy, hydrodynamics, estimates.

Architecture and building construction (Arhitektura-gradjevina):

Written—As in the previous option.

Oral—Statics and iron construction, municipal construction and technology, building construction, architecture, hydraulic engineering, geodesy.

Geodetic engineering (Zemljomjerstvo):

Written—Language of instruction, mathematics including higher mathematics, geodesy, knowledge of soils, water-use technics.

Oral—Geodesy including lower and higher geodesy, estimates, geodetic calculus, proximate analysis, surveying regulations and decrees.

Ship construction engineering (Brodarske strojarstvo):

Written—Language of instruction, mathematics, mechanics, thermo-dynamics, construction of marine engines.

Oral—Technology, construction of marine engines, electrotechnics, ship construction.

Mechanical engineering (Mekanika):

Written—Language of instruction, mathematics, mechanics, thermo-dynamics, elements of machines, hydraulic and steam engines and their construction.

Oral—Technology, hydraulic engines, steam engines and steam boilers with their construction and estimation, internal combustion motors.

Electrotechnics (Elektro-tehnika):

Written—Language of instruction, mathematics, mechanics, hydraulics, general electrotechnics.

Oral—Mechanical technology, general electrotechnics, applications of electrotechnics, electrical measurements, electro-chemistry, hydraulics.

Lumber industry (Industrijske drvarstvo):

Written—Language of instruction, mathematics, a project of an industrial concern.

Oral—Chemistry, forestal technology, mechanical technology, machine construction.

Chemical industry (Industrijska hemija):

Written—As in the previous option.

Oral—Organic and inorganic chemistry, analytical chemistry, chemical technology, microscopic technology.

Trade schools for boys (Muške zanatske škole) are junior secondary institutions for domestic industry. They train skilled craftsmen, develop a domestic industry already existing in a community, or start a new one in a place where conditions favorable to it exist. They are of three kinds: Masters' craft schools, vocational trade schools, and special schools of arts and crafts.

The masters' craft schools (majstorske delovodske škole) not only train skilled craftsmen but produce masters in

organizing and carrying on the work in various types of crafts. Usually they are held in the same buildings and with the same teaching personnel as the secondary technical schools. Candidates for admission must be at least 17 years of age with 6 years of regular schooling, and must have completed an apprenticeship and passed the assistant foreman's examination (pomoćnički-kalfenski ispit). The curriculum is 3 years of theoretical and practical work. Instruction is provided in various types of crafts and trades.

Yugoslavia is known for its handicrafts. The Chamber of Crafts (Zanatska Komora) at Belgrade, with branches in all parts of the country, promotes them, protects the legal and trade interests of its members and looks after their social needs and working conditions as well. Among these handicraftsmen are weavers and dyers of peasant costumes, carpet weavers, filigree workers, makers of peasant sandals (opanke), peasant potters, etc. National costumes are much in vogue. They are used for everyday wear and always on national feasts and holidays, so a large number of craftsmen find employment in creating and making them.

Vocational trade schools (stručno-zanatske škole) offer curricula from 2 to 4 years in duration and admit students who have at least 6 years of organized school training. Their curriculum calls for about 40 hours a week of which from 18 to 24 are practical training in workshops. The theoretical subjects include: Serbo-Croatian language, mathematics, physics, chemistry, science of materials and technology, descriptive geometry, mechanics, tools and machinery, technical drawing, trade calculus, bookkeeping, trade legislation, etc. The practical instruction has such options as: Building construction, mechanics, locksmithing, electrotechnics, automobile-mechanics, blacksmithing, carpentry, basket making, cabinetmaking, chemical industry, textiles, hotel work, tailoring, printing, mining, bookbinding, etc.

Special schools of arts and crafts (specijalne umetničko-zanatske škole) are for artistic industries. The requirements for admission and the theoretical subjects of study are about the same as those of the vocational trade schools. They provide instruction in decorative drawing, applied graphic arts, textile designing, decorative plastic arts, wood carving, metal work, ceramics, and carpet weaving.

Student accident insurance (Osiguranje učenika protiv nesrećnih slučajeva).—Law of March 31, 1932, governing secondary technical and trade schools for boys (Zakon o srednjim tehničkim i muškim zanatskim školama od 31 marta 1932 godine) requires all students in these schools to be insured against loss by accidental personal injury which may occur in the school workshops or laboratories of the institution, as well as in practice while on vacation or excursion. The policy is made out annually for each institution according to the number of students on the school registers. Each student pays a small annual premium. The scale of insurance is: 25,000 dinars in case of death plus 2,500 for burial expenditures; 25,000 for permanent disability; for partial permanent disability a proportion of the total amount corresponding to the degree of disability; and in case of temporary disability, up to 3,000 dinars.

Trade schools for girls (Ženske zanatske škole).—Law of March 31, 1932, concerning trade schools for girls (Zakon o ženskim zanatskim školama od 31 marta 1932 godine) provides craft training for girls. Under its terms, these schools offer a 5-year curriculum, the first 2 years of which are known as preparatory classes (pripravni razred) and the last 3, professional classes (stručne razredi). Each school usually has two sections—drafting patterns and sewing underwear (krojenje i šivenje rublja) and drafting patterns and making dresses (krojenje i šivenje odela). In case of local need the following options may be established: Artistic work (umetne radove); millinery (pravljenje ženskih šešira); national embroidery (narodni zev); textile knitting (tekstilno pletenje); artificial flowers (pravljenje umetnog cveća); and making carpets (čilimarstvo).

Curriculum.—A curriculum, prescribed by the Ministry for the school year 1935–36, is as follows.

¹ Prior to March 31, 1932, there were four types of girls' trade schools as follows: (a) Lower trade schools (niže ženske zanatske škole) with a 3-year curriculum, which required completion of a 4-year primary school; (b) continuation trade schools (produžne ženske zanatske škole) with a 2-year course, which admitted graduates of the lower trade schools; (c) higher trade schools (više ženske zanatske škole) with a 2-year course, which required for admission the completion of 4 junior years of a secondary school of general education, or completion of the lower and continuation trade schools listed above; and (d) 1 year normal course (učiteljski tečaj) which was opened for graduates of the higher trade girls' schools. Its aim was to train professional teachers for the lower and girls' continuation trade schools (stručne učiteljice nižih i produžnih ženskih zanatskih škola).

TABLE 12.—Curriculum of trade schools for girls

Required subjects	Hours a week by classes					Total
	Preparatory		Professional			
	I	II	I	II	III	
	2	3	4	5	6	
1						
Religion	1	1	1	1		4
Professional practical work	18	20	24	26	40	128
Dress designing		1	2	2		5
Serbo-Croatian (Slovenian) language	2	2	2	2	1	9
Trade arithmetic and calculation	2	2	2	2		8
Knowledge of materials and home economics			1	1		2
History and geography	2	2	1	1		6
Decorative drawing	2	2	2	2	1	9
Hygiene			1	1		2
Gymnastics	1	1	1	1		4
Singing			1	1		2
Total	28	31	38	40	42	179

Vocational normal schools for girls (*Ženske stručne učiteljske škole*).—Teachers for girls' trade schools are educated in vocational normal schools for girls. These institutions are of full secondary status and hold much the same place in vocational education that the normal schools described on page 79 have in general education. Girls who wish to enter the first year must have completed a 4-year junior course of general education, or a civic school, and pass a competitive entrance examination. The curriculum is 5 years and reaches a total of 209 year-hours. The vocational side is heavily weighted; only 45 year-hours are set apart for general subjects and they are all in the first 4 years. The fifth year is known as "atelier" (*ateljé*), is wholly vocational, and is given over to advanced dress-designing and practice teaching. The curriculum follows:

TABLE 13.—Curriculum for vocational normal schools for girls

Required subjects	Hours a week by classes					
	I	II	III	IV	V	Total
1	2	3	4	5	6	7
Professional practical work.....	20	22	24	24	42	132
Teaching practice.....					4	4
Dress designing.....	2	2	2	2		8
Decorative drawing.....	4	4	4	4		16
Technology and merchandizing.....	2	2				4
Bookkeeping and correspondence.....			2	2		4
School legislation and administration.....		2				2
National economy and finance.....				2		2
Serbo-Croatian language and literature.....	2	2	2	2		8
French language.....	2	2	2	2		8
Pedagogics and methodology.....			2	2		4
Mathematics and trade calculation.....	2	2	2	2		8
Economic geography.....	3					3
Hygiene.....	1	1				2
Chorus singing.....	1	1	1	1		4
Total.....	39	40	41	43	46	209

Graduation and certification.—Regulations for the teachers' diploma examination (Pravilnik o polaganju učiteljskog diplomskog ispita u ženskim stručnim učiteljskim školama), which is a graduation examination, were adopted by the Ministry of Commerce and Industry on March 5, 1936. Two examinations are to be taken—general (opšti ispit), and professional (stručni ispit). The general comes at the end of the fourth year and is written and oral. The written part is given in Serbo-Croatian, and mathematics including trade calculation, and each is to be prepared within 4 hours. The oral part is on the Serbo-Croatian language and literature, mathematics and trade calculation, pedagogics and methodology, and merchandizing.

Students who have passed this general examination and completed the fifth (atelier) class, take the professional examination (stručni ispit). It also is in two parts: Dress-pattern making, and cutting patterns and making underwear and ladies' dresses. The examination commission grants successful candidates diplomas of having passed the teachers' diploma examination and certifies them as teachers for girls' trade schools and professional normal schools for girls (Položile su učiteljski diplomski ispit i osposobljene su za učiteljice ženskih zanatskih i ženskih stručnih učiteljskih škola).

Vocational continuation schools (Stručne produžne škole).—Prior to 1934, these were known officially as general craft and commercial craft schools (opšte zanatske škole i zanatske trgovačke škole). With their present designation they are maintained in accordance with Law of November 14, 1934 (Uredba o organizaciji, nastavnom planu, stručnoj spremi nastavnika i upotrebi udžbenika u stručnim produčnim školama od novembra 1934 godine, I broj 39880/H). They supplement and complete the vocational training given boys and girls in their apprenticeships. Attendance is compulsory for apprentices. Instruction is for 10 hours weekly, usually from 3 to 5 o'clock in the afternoons. They are of three types—general, special craft, and special commercial. Applicants for admission must have had at least the 4 years of the primary school or have completed the preparatory class (pripremni razred) of a continuation school. The curricula cover 3 years.

The general continuation schools (opšte usavršavanje škole) carry on instruction in accordance with the following curriculum:

TABLE 14.—Curriculum for general continuation schools

Required subjects	Hours a week by years			
	I	II	III	Total
1	2	3	4	5
Religion.....	1	1	1	3
Serbo-Croatian or Slovenian language.....	2	1	2	5
Trade arithmetic and geometry.....	2	1	1	4
Trade bookkeeping and correspondence.....		2	2	4
Trade regulations and civics.....		1	1	2
Technology.....		1	1	2
Elements of physics and chemistry.....		1	1	2
Freehand and geometrical drawing.....	2			2
Professional drawing.....		1	1	2
National geography and history.....	2	1		3
Hygiene.....	1			1
Total.....	10	10	10	30

In addition, all students are required to devote 2 hours a week to practical training in workshops.

Special craft continuation schools (Zanatske stručne produžne škole) provide special instruction, with workshop practice, in particular crafts. Their curriculum is about the same as that of the general schools, except that professional

drawing is allotted 2 hours a week in the second and third years.

Special commercial continuation schools (*Trgovačkestručne produžne škole*) are, as their name implies, schools to provide continuation work for apprentices in commerce and as such they offer curricula of which the one in the following table is typical.

TABLE 15.—*Curriculum for special commercial continuation schools*

Required subjects	Hours a week by years			
	I	II	III	Total
	1	2	3	4
Religion	1	1	1	3
Serbo-Croatian or Slovenian language	2	1	1	4
Commercial arithmetic	2	2	2	6
Commercial bookkeeping and correspondence		2	2	4
Commerce, commercial legislation, and civics	2	2	1	5
Merchandizing		1	1	2
National geography and history	2	1	2	5
Hygiene	1			1
Total	10	10	10	30

Schools for noncommissioned officers.—The Ministry of War and Navy (*Ministarstvo Vojske i Mornarice*) maintains for noncommissioned officers, army trade schools (*vojno-zanatlijske škole*), naval trade schools (*mornaričke zanatlijske škole*), schools of aeronautics (*vazduhoplovne škole*), and army schools of music (*vojno-muzičke škole*). The army and naval trade schools offer various curricula from 2 to 6 years in duration and admit boys with about 6 years of elementary school training. They aim to train skilled craftsmen for military and naval trade concerns.

The Ministry of Communications (*Ministarstvo saobraćaja*) looks after the National Railway Communication School at Belgrade, four railway craft schools, and various professional courses to train technical personnel for maritime service.

The *National Railway Communication School at Belgrade* (*Držarna saobraćajna železnička škola u Beogradu*) is taught by officials of the Ministry as an honorary service; only the director and the secretary are permanently appointed and have regular salaries. Every student has a national scholarship and lives in a students' home belonging to the school.

Admission is by examination open to young men who have completed the seventh year of a secondary school of general education. The curriculum covers 2 years of study with about 40 hours a week each year and is made up of—

technical and practical telegraph and telephone service, signalization, communication service, management of railway stations, railway engineering and construction, railway hygiene and first aid, general and railway legislation, transport regulation, commercial service, agriculture, tariff regulations, bookkeeping, railway geography, accountancy, trade correspondence, French and German languages, and practical work in all these subjects.

The graduation diploma (diploma o spremnosti) does not admit to university studies.

The *railway craft schools* (*železničke zanatlijske škole*) train artisans for the railway service, giving preference to orphans and to children of railway employees and of army and navy veterans. The curriculum of 4 years of 8 hours (3 theoretical, and 5 practical) of daily work is based on about 6 years of previous schooling. Success in the final examination earns the railway craft school graduation certificate (*uverenje o svršenoj železničkoj zanatlijskoj školi*).

Various vocational courses to train technical personnel for maritime (river and sea) service (*stručni kurseri za kandidate u rečnom i pomorskom brodarstvu*) along both theoretical and practical lines are conducted for 9 to 12 months to aid those who have had 6 years of previous schooling and completed an apprenticeship. Success in the final examination brings a qualifying (*za spremenje*) certificate.

The Ministry of Finance (*Ministarstvo finansije*) maintains a national school for tax collectors, at Belgrade (*Državna poreznička škola u Beogradu*) to train employees for its department of internal revenue. Applicants must have completed at least the seventh year of a secondary school of general education. The curriculum is 2 years and is highly specialized.

Land surveying schools (*Geometarski odseci*) are also under this Ministry and they too are of advanced secondary rank. Admission may be had on the completion of at least 6 years of general secondary instruction. The 2-year curricula include—

geodesy with exercises, topographic drawing, mathematics, descriptive geometry, elements of legislation, geology, bookkeeping, and lettering.

The final qualifying examination earns a diploma.

The Ministry of Forestry and Mines (Ministarstvo šuma i rudnika) maintains the *national schools of mines* (*Državne rudarske škole*) to train skilled artisans and foremen in mining and foundry work. It admits by examination Yugoslav citizens between the ages of 10 and 30 who have had at least 4 years of practical experience in mines or foundries, and have completed an advanced elementary school course of study. The training in each department (mines or foundry) is both theoretical and practical and 3 years in duration. It leads to a certificate (*svedodžba*).

The Ministry of Social Welfare and Public Health (Ministarstvo socijalne politike i narodnog zdravlja) has charge of the School of Public Health at Zagreb (see p. 103); four schools for nurses; certain schools for hospital attendants; four schools for midwives; schools for health assistants; and six for abnormal children, abnormal in the sense of being blind, or deaf and dumb.

The *schools for nurses* (*nudiljske škole*) are senior secondary institutions that admit women not less than 18 nor over 28 years of age who have completed the junior 4 years in a secondary school of general education and passed a competitive entrance examination. They offer a preparatory course of one semester and at its close, select by examination those best fitted to take the subsequent six-semester curriculum of intensely specialized courses amounting to from 40 to 44 hours a week of required work.

The preparatory course (*pripravni tečaj*) is in the national language, chemistry, anatomy and physiology, ethics of the profession, personal hygiene, and bedside nursing. The subsequent semesters are each about 5½ months long. Theoretical and practical training go along together and include:

Theoretical.—Internal and surgical diseases; first aid, nervous and mental diseases, materia medica, child development and diseases of children, obstetrics and diseases of women, hygiene, contagious diseases, bacteriology, dietetics, skin and venereal diseases, neurology and psychiatry, eye diseases, social medicine, epidemiology, general and sanitary legislation, organization of public health service in Yugoslavia, elements of pedagogics and psychology, and history of nursing;

Practical.—Operating-room technique, public-health nursing and nursing in private homes; treatment of tuberculosis and alcoholism, work in public health centers and hospitals, laboratories for contagious diseases, administration of hospitals, and general nursing in various hospitals and clinics.

The diploma examination, conducted by a special commission under the chairmanship of a deputy from the Ministry, consists of a written test in social medicine, oral tests in the theoretical subjects, and a practical examination in techniques of nursing. The diploma is in effect a license to practice throughout the Kingdom.

Schools for hospital attendants (*Škole za bolničare i bolničarke*) are conducted by the national hospitals to train the lower grades of nursing personnel. They are coeducational, with 18 to 28 years as the ages of admission, and require the completion of the advanced elementary school and an entrance examination. The subjects taught during the 18 months of training are:

Biology, anatomy, physiology, general and sanitary legislation, hygiene, disinfection, nursing techniques, nursing in hospitals for contagious diseases, elements of pathology, elements of materia medica, dietetics, first aid, and medical apparatus and instruments.

The credential granted is a certificate.

Schools for midwives (*Škola za babice*) have the same admission requirements as those for hospital-attendants, except that candidates must be at least 24 years of age. They are public schools in which the students reside during the 18 months of training. The subjects are:

Theoretical.—Anatomy, physiology, obstetrics, care and nursing of infants, nursing techniques, hygiene, social protection of mothers and children, and sanitary legislation.

Practical.—At least 16 months in maternity hospitals, 1 month in a children's hospital, and 1 month of general bedside nursing.

The credential confers the title of diploma midwife (*diplomirana babica*).

Schools for health assistants, at Belgrade and Zagreb (*Škole za zdravstvene pomoćnike u Beogradu i Zagrebu*) are maintained by the public health centers in the two cities to train laboratory workers, disinfectors, and sanitarians. They are coeducational with admission requirements about the same

as those of the schools for nurses. The subjects of the 12-month curriculum are:

Theoretical and practical training in biology, anatomy, and physiology, chemistry, physics, hygiene, bacteriology, epidemiology, disinfection, general and sanitary administration, and sanitary techniques.

The final examination leads to a diploma.

Schools for abnormal children (*Škole za abnormalnu decu*) under this Ministry, are six in number, three for the blind and three for the deaf and dumb. They are government institutions and their teachers must hold a special teacher's diploma. (See pp. 83 and 114.)

COMMERCIAL

Commercial, and naval commercial academies, 2-year commercial schools, 1-year commercial courses for graduates of secondary schools, and the commercial schools of the Commercial League of Youth, are all active in this field.

The *commercial academies* (*trgovačke akademije*), 19 in number, and the 3 *naval commercial academies* (*pomorsko trgovačke akademije*)⁴ are all secondary schools that base their work on the completion of the 4 junior years of general secondary education, or its equivalent, plus an entrance examination. The former prepare students for commercial careers or admission to higher commercial education; the latter train workers for the naval mercantile and port services. They are conducted under the Law of Secondary Commercial Schools of March 18, 1932 (*Zakon o srednjim trgovačkim školama od 18 marta 1932 godine*). The usual graduation examination, written and oral, is held for each and success in it earns the certificate of having passed the graduation examination (*svedočanstvo o završnom ispiću*).

Curricula.—The curricula, prescribed May 27, 1936, and August 26, 1932, respectively, are so different that for purposes of more marked contrast they are reproduced here with no comments introduced between them.

⁴ The naval commercial academies were formerly nautical schools (*nautičke škole*) that had been established by the Austria-Hungarian Empire. The oldest is at Bakar and dates to 1849. In the Yugoslavian regime prior to 1926 they were controlled by the Ministry of Education but since then have been within the administration of the Ministry of Commerce and Industry.

TABLE 16.—Curriculum for commercial academies

Required subjects	Hours a week by years				
	I	II	III	IV	Total
	1	2	3	4	5
Serbo-Croatian language and literature	3	3	3	3	12
French language and correspondence	4	4	4	4	16
German language and correspondence	4	4	4	4	16
Science of commerce	2	2			4
Bookkeeping and office work	2	3	3	3	11
Commercial correspondence		2	2	2	6
Commercial arithmetic	3	2	3	2	10
Mathematics	3	2			5
Political arithmetic			2	2	4
Commercial exchange, bankruptcy, and maritime law		2	3	2	7
National economy, finance, and custom house regulations			2	3	5
Chemistry and merchandising	3	3	2	3	11
Economic and national geography	2	2	2	2	8
History of commerce and national history	2	2	2	2	8
Stenography	2	2	1	1	6
Total	30	31	33	33	127

TABLE 17.—Curriculum for naval commercial academies

Required subjects	Hours a week by years				
	I	II	III	IV	Total
	1	2	3	4	5
Serbo-Croatian language and literature	3	3	3	3	12
English language	4	4	4	4	16
Italian language	4	4	3	3	14
Nautics and astronomy		3	6	5	14
Meteorology and oceanography			2	3	5
Ship construction and preparation		2	2		4
Maneuvering				2	2
Rowing and nautical work	2	2			4
Steam engines			2	3	5
Mathematics and geometry	6	4	3		13
Descriptive geometry	4				4
Physics	4	4			8
Radiotelegraph			2	2	4
Maritime, commercial, and exchange law			2	3	5
Commercial and steamboat bookkeeping with correspondence		4	2		6
Science of commerce	2				2
International Code and signalization	2	1			3
Merchandising				2	2
Geography	2	2	2	3	9
General and national history	2	2	2		6
Naval hygiene				2	2
Practice in naval service					
Total	35	35	35	35	140

The 2-year commercial schools (*dvorazredne trgovačke škole*) have the same admission requirements as the commercial academies and give instruction about equal to that of the first 2 years of the academies. The exceptions are that

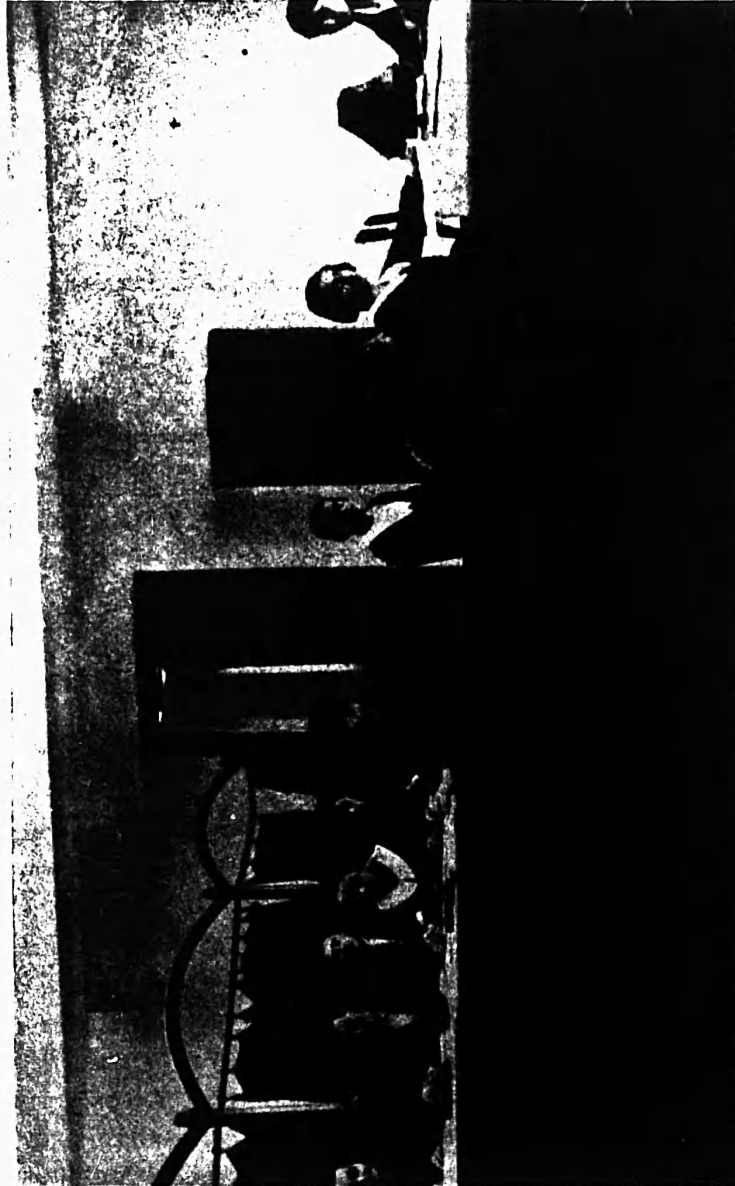
French and mathematics are omitted and the 15 year-hours thus released are applied to lettering and typewriting and increases of time for German, bookkeeping, commercial arithmetic, and other important subjects. The certificate earned on graduation admits to the third year of a commercial academy provided the holder passes a supplementary examination in languages.

The 1-year commercial course for graduates of secondary schools (*jednogodišni viši trgovački abiturijski kurs*) is usually offered by the commercial academies and the Chamber of Commerce of Belgrade and is given to graduates of the senior course in secondary schools. The 32 hours a week of instruction are in purely commercial subjects and include commercial and political arithmetic, commerce and exchange, commercial law, correspondence, accountancy and bookkeeping, economics, commercial and economic geography, and statistics.

The commercial schools of the Commercial League of Youth (*Trgovačke škole trgovačkih omladina*) were founded in 1912 by merchants in the city of Belgrade. They are part-time institutions offering 5 to 9 hours a week of work on lower secondary levels, with classes held in the evenings on work days and the mornings on holidays. They are of two types: 4-year lower, and 2-year higher. Graduates of the advanced elementary school are admitted to the lower, and from it go to the higher. The curricula, prescribed by the Ministry in Decree of September 3, 1936, are as follows:

TABLE 18.—Curriculum for 4-year commercial schools of the Commercial League of Youth

Subject	Hours a week by years				
	I	II	III	IV	Total
1	2	3	4	5	6
Serbo-Croatian language.....	1	1	1	1	4
Commercial arithmetic.....	1	1	2	2	6
Commercial bookkeeping.....		1	1	1	3
Commercial correspondence.....		1	1	1	3
Elements of commerce, commercial law and civics.....		1	1	1	3
Lettering.....	1				1
Merchandizing.....			1	1	2
National geography.....	1	1			2
National and general history.....		1	1	1	3
Hygiene and sokol gymnastics.....	1				1
Total.....	5	7	8	8	28



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TABLE 19.—*Curriculum for higher commercial schools of the Commercial League of Youth*

Subject	Hours a week by years		
	I	II	Total
1	2	3	4
German language.....	3	3	6
Merchandizing.....	1	1	2
Office work.....	1	1	2
Civil law.....	1	1	2
National economy.....	1	1	2
Economic geography and transportation.....	1	1	2
Custom House regulations.....		1	1
Total.....	8	9	17

AGRICULTURAL

Nearly 80 percent of the Yugoslavs are engaged in agriculture. Though the surface is mountainous, more than 55 percent of the total area is cultivated. The national and banovinal authorities and cooperative institutions continually work to improve vocational training in agriculture. A considerable number of schools of agriculture, usually boarding institutions, with free tuition has been founded and the national government freely distributes scholarships to apt students. All the agricultural schools, except those of university rank, are under the control of the Ministry of Agriculture (Ministarstvo poljoprivrede) which prescribed the curricula and appoints and certifies the teaching personnel.

Many associations promote agricultural training and protect the legal and social interests of the farmers. The oldest of these is the Slovenian Agricultural Association at Ljubljana (Kmetijska Družba za Sloveniju u Ljubljani) with its beginnings in 1767. It has 363 branches, enrolls 18,500 members, and publishes a monthly magazine *Kmetomlec*. The Serbian Agricultural Association (Srpsko Poljoprivredno Društvo u Beogradu) with headquarters at Belgrade, was founded in 1869 and now has 153 branches with some 10,000 members. Its monthly organ is *Težak*. There are at least 10 other active organizations.

Kinds of schools.—Agricultural education of lower than college grade is given in secondary, lower, and special schools of agriculture, rural housekeeping schools, and

short agricultural courses. Of these, only the first mentioned may be considered as of full secondary rank whose graduates are brought up to or beyond the development required to attain the certificate of maturity from a secondary school of general instruction.

Secondary agricultural schools (Srednje poljoprivredne škole).—These were only three in number in 1934-35 and were instituted by Law of November 27, 1920 (Zakon o srednjim poljoprivrednim školama od 28 novembra 1920 godine), to train future owners of farms of moderate size. Admission is on completion of the lower course of a general secondary school, or its equivalent, plus a competitive entrance examination in the Serbo-Croatian or Slovenian language, mathematics and geometry, physics, and geography. Each school has its own model farm and an experiment station. The curriculum is 4 years in duration but the last year is given to practical work on a farm. A typical curriculum as prescribed by the Ministry of Agriculture in Decree of November 26, 1922, is for the first six semesters as shown in the next table.

TABLE 20.—Curriculum for the first 6 semesters of a secondary agricultural school

Required subjects	Hours a week by semesters						Total
	I	II	III	IV	V	VI	
1	2	3	4	5	6	7	8
<i>General</i>							
Serbo-Croatian or Slovenian language	2	2	2	2			8
French or German language	2	2	1	1	1	1	8
Geography	2	2					4
National history			2	2			4
Hygiene					1	1	2
Elements of pedagogics and methodology					1	1	2
<i>Scientific</i>							
Mathematics	3	3	2	1			9
Physics and meteorology	4	2					6
Chemistry with agrochemistry	4	4	2	2			12
Mineralogy, geology with pedology	2	2					4
Botany	3	2					5
Zoology	3	1					4
Anatomy and physiology of domestic animals		2	1				3
Anatomy, physiology, and pathology of plants		3					3
National economy			2	4			6
Surveying			2				2
<i>Professional</i>							
Agriculture and horticulture			4	4	1	1	10
Cattle breeding, including veterinary medicine, apiculture, fisheries, sericulture			4	4	1	1	10
Pomology					4	2	6
Viticulture					4	3	7

TABLE 20.—Curriculum for the first 6 semesters of a secondary agriculture school—Continued

Required subjects	Hours a week by semesters						
	I	II	III	IV	V	VI	Total
1	2	3	4	5	6	7	8
<i>Professional—Continued</i>							
Culture of meadows			1	1			
Agricultural machinery and implements			2	2			
Agricultural melioration					2	2	
Management					4	4	
Agricultural bookkeeping					1	1	
Dairying					1	1	
Agricultural technology: Sugar refinery, brewing of beer, alcohol, etc.					3	3	
Elements of forestry			1	1			
Agricultural construction			2	2			
Animal medicaments					1	1	
Agricultural legislation and associations					2	2	
Agricultural statistics					1	1	
Total hours of theory	25	25	28	26	28	25	157
<i>Practical and laboratory work</i>							
Geodetic exercises				2			
Analytical chemistry, laboratory			2	2			
Anatomy, laboratory			1	1			
Microscopic exercises	1	1					
Agricultural machinery, exercises			2	2			
Exercises in meteorology			1				
Agricultural accountancy, exercises					1	1	
Agricultural chemical technology, laboratory					2	2	
Drawing	2	1					
Practical work in agriculture, horticulture, pomology, viticulture, management, etc.	6	9	2	6	4	6	34
Total hours of practical work	9	11	8	13	7	9	57
Grand total	34	36	36	39	35	34	214
<i>Electives</i>							
Stenography	1	1	1	1			4
Music	1	1	1	1	1	1	6

Graduation.—The examination, oral and written, given at the close of the six semesters, is conducted by a special commission under the chairmanship of a deputy from the Ministry of Agriculture (Izaslanik ministra poljoprivrede). If a student satisfies the examiners, he is sent to a government farm to complete the 1 year of practical training. There he must specialize in his chosen option—husbandry, agriculture, viticulture, management, or pomology, etc. The practical training completed, he again takes an examination, this time a special practical examination (specijalni praktični ispit), conducted by the school he attended. If successful, he is granted the graduation certificate, officially known as the "certificate of having passed the final and special practical examination" (svjedčanstvo završnog i specijalnog

praktičnog ispita). The holder is eligible for appointment to civil-service positions as manager of farms of moderate size, or instructor in lower and special schools of agriculture; or he may enter the faculty of agriculture of a Yugoslav university.

Lower agricultural schools (Niže poljoprivredne škole).—These schools train farmers' sons from 14 to 18 years of age who have completed an advanced elementary school of general education. They are under the Law of August 28, 1920 (Zakon o nižim školama za poljoprivredu od 28 augusta 1920 godine), but since the Law of October 3, 1929, providing for the government of the banovinas they are under the special care and supervision of the banovina authorities and are usually known as banovina lower agricultural schools. (banovinske niže poljoprivredne škole).

The curriculum is generally 3 years, the first year being a preparatory course (pripremni tečaj) that stresses the Serbo-Croatian language, mathematics, geography, and history and totals 18 hours a week. In the last 2 years the training is theoretical and practical and includes both general and agricultural subjects. In the winter semester it amounts to 23 hours weekly; the summer semester emphasizes practical applications and only 7 hours weekly are given to theory in sciences.

Special agricultural schools (Specijalne poljoprivredne škole) have the same admission requirements as the lower schools. They specialize in one branch of agriculture, such as dairying, viticulture, or husbandry. The curricula are 1 to 2 years in duration. Instruction in academic subjects, to which from 8 to 10 hours weekly are devoted, supplemented by special agricultural subjects with a practical bias, is given in the winter semester between November and April. In summer practical work is done on the school farm. The schools are authorized and maintained by Law of November 30, 1921 (Zakon o specijalnim poljoprivrednim školama od 30 novembra 1921 godine).

Rural housekeeping schools (Škole za seoske domaćice) aim to train farm girls for their responsibilities as farmers' wives and mothers and afford them a background for facing more intelligently the problems of modern life. Candidates for admission are generally 15 years of age, having completed

compulsory school attendance. The curricula, which last from 1 to 3 years, are made up of dairying, horticulture, animal and poultry breeding, housekeeping, agricultural economics, and subjects of general education, including the Serbo-Croatian or Slovenian language, history and geography, pedagogics, hygiene, and nursing.

In addition, there are itinerant rural housekeeping schools, which hold courses wherever invited, teach village girls cooking, the rational use of food, and general housewifery. They are managed by expert teachers, who give theoretical and practical instruction in subjects necessary for village housekeeping.

Short courses in agriculture (Kraći poljoprivredne kurseri) are arranged for farmers, usually by the lower agricultural schools. In addition, the agricultural departments of the banovinas organize extension work. This is directed by a specialist from the Ministry of Agriculture with the assistance of technical advisors. This staff, the teaching personnel of agricultural schools, and the itinerant instructors, give short courses and lectures to adult farmers.

Teaching staff in schools of agriculture.—In the lower and special schools, the staff consists of teachers (učitelji) and professors (profesore). A teacher must hold a diploma of graduation from a secondary agricultural school, have at least 2 years of practical experience in his chosen branch of agriculture, and must have passed the oral and written teacher's examination. Professors must be graduates of the faculty of agriculture of a university. They must have had at least 2 years of probational teaching experience in a lower agricultural school, and must have passed the professors' examination (profesorski ispit), which is rather rigid and includes a class thesis (klauzura) and a trial lesson in the field chosen by the candidate.

In the secondary agricultural schools are the same two categories or ranks, but here a teacher must hold a university diploma and pass the prescribed teacher's qualifying examination. A professor is required to have the qualifications given in the previous paragraph, plus 1 year of practical farm work. The examination is more severe in that it includes a home thesis, oral tests in major and minor subjects, and trial lessons.

FORESTRY

Forestral education is administered by the Ministry of Forestry and Mines (Ministarstvo šuma i rudnika). It is imparted in schools of forestry (šumarske škole) and schools for foresters (lugarske škole). Their aim is to train technical employees for forest service, and forest wardens. The schools are of a lower grade (nižeg tečaja) and an upper grade (višeg tečaja). The former requires for admission about 6 years of elementary school training and offers usually a 2-year curriculum with a practical bias, embracing both theoretical and vocational subjects including forestal botany, protection and estimation of forests, geodesy, and forest legislation. An upper school of forestry (viša šumarska škola) or a school for foresters of an upper grade (lugarska škola višeg tečaja) admits graduates of a lower grade school who have had at least 3 years of forest service. The curriculum is 12 months in duration and is much more practical than theoretical. Three-month winter courses (zimske tromesečne tečajevi) offer practical and theoretical instruction for forest service employees.

The teaching personnel is recruited from graduates of a faculty of silviculture of a university, who have passed the qualifying teacher's examination, and are certified by the Ministry of Forestry and Mines.

MUSIC, DRAMA, APPLIED ARTS

The *Secondary School of Music at Belgrade* (Srednja Muzička Škola u Beogradu), founded at the same time and under the terms of the same law as the National Academy of Music at Belgrade, is in reality a school preparatory to the Academy. It has four departments: Theoretical subjects, solo-singing, instrumental music, and ballet. The department of theoretical subjects (otsek za teorijske predmete) offers a 3-year curriculum, stressing harmony, counterpoint, and piano to persons that have training at least equal to that of the junior course of a secondary school. In the department of solo singing (otsek za solo-pevanje) the course is 4 years and open to persons 16 to 25 years of age with an education equal to that required in the department of theoretical subjects. In the department of instrumental music

(instrumente) the regular courses are usually 6 years in duration and are in the stringed, wind, and percussion instruments. Applicants for admission must have completed an elementary school. Graduation from any of these three departments earns a certificate, and with it the holder may enter the National Academy of Music at Belgrade. (See p. 120.)

Children about 7 and not older than 13 years attend the department of ballet (otsek za balet) and may there take a 7-year course.

The *School of Dramatic Arts of the National Theater of Belgrade* (*Glumačka škola Narodnog pozorišta u Beogradu*) is of advanced secondary rank and operates under a statute of December 30, 1933, to train professional actors for the national theaters of Yugoslavia. The entrance examination includes a song, recitation from memory of a prose selection, and reading a dramatic text. Candidates must be not over 25 years of age and must have completed the junior course in a secondary school. The 3-year curriculum is theoretical in its first 2-years and stresses:

Diction, history of dramatic literature, history of the theater, history of opera, theory of acting, theatrical management, dramaturgy, modern theatrical techniques, theatrical applied arts, analysis of dramatic and operatic texts, rhythmic dancing and plastic games, singing, and theatrical make-up.

The final year is entirely practical and under the direction of the school. The credential earned is a graduation certificate (završno svedočanstvo).

The *School of Applied Arts at Belgrade* (*Škola za primenjenu umetnost u Beogradu*) is of secondary rank, was founded by the same law and at the same time as the National Academy of Fine Arts at Belgrade (see p. 119) and annexed to it, and has two sections, decorative drawing (otsek za dekorativno crtanje), and decorative sculpture (otsek za dekorativno vajarstvo). The curriculum is 4 years, divided into a general (opšti tečaj) and a special course (specijalni tečaj). Students between 15 and 20 years of age are admitted by examination if they have completed the junior course of a general secondary school.

THEOLOGICAL

Serbian Greek-Orthodox Theological Schools (Srpske pravoslavne bogoslovije).—These institutions, five in number, are advanced secondary boarding institutions. They select their students by giving an oral and written examination in the Serbian language, classical languages, a foreign language, and religion, to graduates of the junior secondary course of general education, or of civic schools. The 6-year curriculum, prescribed by the Ministry in Decree of September 5, 1930, is given in table 21.

TABLE 21.—Curriculum of the Serbian Greek-Orthodox Theological schools

Compulsory subjects	Hours a week by years						Total
	I	II	III	IV	V	VI	
1	2	3	4	5	6	7	8
Holy Scripture.....	3	3	3	5	4	5	23
Dogmatic and comparative theology.....					3	4	7
Moral theology.....					2	2	4
Apologetics.....					3	3	6
Patrology.....		2	2				4
History of Christian Church.....	2	3	3				8
History of Serbian Church.....					2	2	4
Canon law, including marriage law.....					3	2	5
Liturgics and church archaeology.....				3	2	2	7
Pastoral theology and administration.....						3	3
Homiletics.....					2	2	4
Psychology and logic.....			3				3
History of philosophy.....				2	3		5
Methods of religious instruction.....						3	3
General and national history.....	3	3	2	3			11
Church-Slavonic language.....	3	2	2	2			9
Serbian language and literature.....	3	3	3	3			12
Russian language.....	3	2	2	2			9
German language.....	3	2	2	2			9
Greek language.....		3	3	2	2	2	12
Latin language.....	3	3	2	2			10
Hygiene and practical medicine.....	2	2					4
Agriculture.....			2	2	1		5
Theory of music, choral singing, and instrumental music.....	2	2	1	1	1	1	8
Church singing.....	1	2	2	3	2	2	15
Gymnastics.....	1	1	1	1	1		5
Total.....	32	33	33	33	31	33	195

Graduation.—The final test is known officially as the professional theological examination (bogoslovski ispit zrelosti—stručni bogoslovski ispit). The written part is a class composition on Holy Scripture which must be prepared within 4 hours. The oral section is on Holy Scripture, dogmatic and moral theology, history of Christian and Serbian churches, canon law, liturgics with church archaeol-

ogy, Greek language, and church singing. The credential earned is the "certificate of having⁴ passed the professional theological—maturity theological examination" (svedočanstvo o stručnom bogoslovskom ispitu—bogoslovskom ispitu zrelosti). In it the examination commission states that the holder "is certified for the priesthood, to teach religion, and to continue higher religious education at any⁴ faculty of Greek Orthodox theology" (Ispitni Odbor priznaje im spremnost za sveštenučku službu, za vršenje veroučiteljske dužnosti i za više duhovno obrazovanje na Pravoslavnom Bogoslovskom Fakultetu).

Islamic religious schools (Muslimanske verske škole).—The four schools of secondary rank in this classification are of two kinds: Sheriat gymnasium (Šerijatska gimnazija) and great medresa (velika medresa). The requirements for admission to and graduation from their 8-year curricula are practically the same as those of a real gymnasium. (See p. 38). The curricula are much like those of the real gymnasia except that the Arabic and Turkish languages are added and there is an extensive course in the Koran.

Jewish religious school (Jevrejska verska škola).—The Jewish Secondary Theological Institute at Sarajevo (Jevrejski srednji teološki zavod u Sarajevu) is the only Jewish religious secondary school in Yugoslavia. A private school maintained by Jewish religious associations, it educates rabbis, and instructors of religion in Jewish parochial schools. Students that have completed a 4-year junior course of general education are admitted if they pass an entrance examination in religion. The 4-year curriculum is intended to give a thorough knowledge of Jewish and religious subjects, the rudiments of pedagogics and psychology, and includes other subjects needed for the purpose indicated.

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CHAPTER V: EDUCATION AND STATUS OF TEACHERS

Classified by the types of institutions in which they are employed, the staff for general education under the Ministry of Education falls in seven groups: (1) Infant, primary, and advanced elementary schools; (2) schools of domestic science; (3) civic schools; (4) schools for defectives; (5) inspectors of elementary schools; (6) secondary and normal schools; (7) institutions of higher education. Naturally the extent and kind of education, methods of certification, and conditions for permanent appointment in any group differs from those for any other. Each will be discussed in its turn in the order named.

(1) *Infant, primary, and advanced elementary schools.*—Teachers for these schools are educated in normal schools (učiteljske škole) authorized and maintained under the provisions of Normal School Law of September 27, 1929 (Zakon o učiteljskim školama od 27 septembra 1929 godine) which declares that their task is to—

- (a) give students a sound general and pedagogical training, (b) educate them in the spirit of State and National unity and religious tolerance, and (c) prepare them for the national, educational, and cultural mission they must carry through, especially in the villages.

Applicants for admission to normal schools must have completed the 4-year junior course of secondary education (see p. 26) or graduated from a civic school (see p. 51) and must pass a special entrance examination (posebni prijemni ispit). The curriculum is prescribed by Ministerial Decree of July 27, 1931, and is as follows:

TABLE 22.—Curriculum of the normal schools

Compulsory subjects	Hours a week by classes (years)					
	I	II	III	IV	V	Total
	1	2	3	4	5	6
Psychology and logic			4			4
Educational and child psychology					2	2
General pedagogics				4	2	6
History of pedagogics				2	2	4
Methodology				2	2	4
Teaching practice				4	6	10
School organization and administration					1	1
National economy and elements of sociology					2	2
Religion	2	2	2	2	2	10
National language ¹	4	4	3	3	3	17
German or French language	3	3	3	3	2	14
History, general and national	2	2	2	3	2	11
Geography	2	2	2		1	7
Natural history	3	2	2	2		9
Chemistry with technology	2	2				4
Physics		2	2	2		6
Mathematics	3	3	3	2		11
Hygiene					2	2
Agriculture or domestic science	2	1	1			4
Drawing	2	2	2			6
Singing	1	1	1	1	1	5
Music	2	2	1	1		6
Manual training	2	2	2			6
Gymnastics	2	2	2	2	2	10
Seminar ²				6	6	12
Total	32	32	32	37	36	169

¹ In Dravska banovina (Slovenia) where the medium of instruction is Slovenian, Serbo-Croatian is taught in all classes for 2 hours weekly.

² In classes IV and V—2 hours each in pedagogics, national language and literature including national history and geography, and a foreign language, a total of 6 hours weekly.

Compare this curriculum with that of the last four classes of the real gymnasia. (See table 7, p. 39.) The two are on approximately the same levels in the Yugoslav scheme of instruction, but Classes IV and V of the normal school include considerable strictly professional work based on and carried along with good general education. This curriculum omits the Latin and either the French or German that are in the real gymnasia. National economy and elements of sociology take the place of elements of philosophy. Agriculture or domestic science is introduced, and the time allotments to drawing, singing, music, manual training, and gymnastics much increased. The strictly professional subjects amounting to 39 year-hours, which accounts for the year added to the curriculum, do not appear in the real gymnasia. Except for these, the outlines of the courses for the two types of schools are similar enough so that only those for the professional subjects need be given.

OUTLINES OF THE PROFESSIONAL COURSES

EDUCATIONAL PSYCHOLOGY (PEDAGOŠKA PSIHLOGIJA)

CLASS V—2 PERIODS

Educational psychology, its relation to philosophy and natural science, methods, problems; physiological basis of mental life; child psychology, general development of children (senses, feelings, instincts and their importance); consciousness and attention, association, memory, imagination, thinking, speech, illusions, dreams; freedom of the will; problems of volition; suggestion and hypnotism; psychic predispositions.

GENERAL PEDAGOGICS (OPŠTA PEDAGOGIKA)

IV 4

Subject matter and general divisions; methods and purposes of various types of education; home education; physical education, relation between physical and mental development; experimental education; intellectual education (imposed and spontaneous activity and individual instruction); education of exceptional children; moral education—school discipline, development of will and character in children; aesthetic education; coeducation; use of books and didactic material; fatigue and overload, the lazy child. The teacher, education, duties, rights, and personality; in school, at home, and in society. History of education in Yugoslavia.

HISTORY OF PEDAGOGICS (ISTORIJA PEDAGOGIKE)

V—2

The history and its problems; survey of history of pedagogics in ancient times; Christian education; education in the middle ages; humanism and its effect on the schools; influence of the reformation; Comenius, Rousseau, and others; history of pedagogics in Yugoslavia in the eighteenth, nineteenth, and twentieth centuries. Reading and analysis of some good work on the pedagogical science of today.

METHODOLOGY (METODIKA)

IV 2

General and special methodology; importance of method, fundamental principles and general processes; forms of instruction—expositive and interrogative; didactic material and excursions; individual, direct, and occasional instruction; principles of concentration; methods of teaching language, religion, history, drawing, singing, gymnastics; the lesson and its application; reviews.

V—2

Methods of teaching arithmetic, geometry, natural history, geography; typical program as a basis giving a theoretical and practical exposé of method in the different branches of the elementary schools; model and didactic lessons.

SCHOOL ORGANIZATION AND ADMINISTRATION (ŠKOLSKA ORGANIZACIJA I ADMINISTRACIJA)

V—1

Organization of instruction in Yugoslavia; general survey of schools; administration; organization of the Ministry of Education; school legislation; school inspection; educational and cultural institutions; school buildings, furniture, books, registers, archives, and libraries; program and time table; lessons and class journal.

Graduation and certification—At completion of the curriculum, students must take the teachers' diploma examination (učiteljski diplomski ispit). It covers all the subjects and is theoretical (written and oral) and practical. Successful candidates are granted the certificate of having passed the teachers' diploma examination—teachers' maturity examination (svedočanstvo diplomskog učiteljskog ispita—učiteljskog ispita zrelosti) and may then be certified for temporary appointment as temporary teacher (privremeni učitelj).

Full status as a permanent teacher (stalni učitelj) comes after at least 2 years of teaching experience and success in the practical teachers' examination (praktični učiteljski ispit). This examination also is theoretical (written and oral) and practical. The written part is in pedagogical science and the national language, 5 hours for each. The oral tests are in the national language and literature, history and geography of Yugoslavia, and school organization and administration. In the practical test, the candidate must conduct a trial lesson and defend it publicly against any adverse criticism. The credential granted is the diploma of having passed the teachers' practical examination (diploma o položenom praktičnom učiteljskom ispitu.).

A temporary teacher who fails three times is subject to dismissal.

(2) *Schools of domestic science*.—These teachers are educated in normal schools of domestic science (učiteljske domaćičke škole). The requirements for admission are the same

as those for normal schools of general education. Their 4-year curriculum includes: Religion, Serbo-Croatian or Slovenian language, German or French language, general and national history, geography of Yugoslavia, mathematics and geometry, physics, chemistry with mineralogy and geology, zoology, botany, elements of farming and cattle breeding, dairying, veterinary medicine, apiculture and sericulture, horticulture, culture of fruit, housekeeping and knowledge of materials, hygiene, elements of national economy and tourism, civics, psychology with ethics and logic, pedagogics and its history, methodology and teaching practice, needlework, drawing, music, gymnastics, and administration of schools for domestic science.

Graduation and certification.—On completion of the curriculum students take the diploma examination (diplomski ispit), conducted by an examination commission under the chairmanship of a deputy of the Minister of Education (izaslanik Ministra prosvete). It is theoretical (written and oral) and practical. Successful candidates are certified for temporary appointment. After 2 years of teaching experience and passing the practical teachers' examination, the candidate is entitled to a permanent appointment as a teacher for schools of domestic science (nastavnica škole za domaćice).

(3) *Civic schools*; (4) *Schools for defectives*; and (5) *Inspectors of elementary schools*.—The education for these three groups of the teaching personnel is given in the higher pedagogical schools (više pedagoške škole). It is explained on pages 114–118 of chapter VI.

(6) *Secondary and normal schools*.—Teachers in secondary and normal schools are ranked as instructors, aspirant-professors, and professors. The instructorship is offered only in gymnastics, manual work, penmanship, and other skill-subjects (vještina). To become an instructor (nastavnik) the candidate must be a graduate of a secondary school, must have completed at least four semesters of highly specialized courses in his special field of teaching in an institution of higher education, and must have passed the prescribed teachers' examination.

An aspirant-professor (suplent) is one who completed in the faculty of philosophy at any Yugoslav university an

eight-semester curriculum which must have included pedagogics and its history, general and experimental psychology, and methods of teaching secondary school subjects, and who has passed the university diploma examination. The aspirant-professorship is a temporary appointment of not longer than 5 years. If within that time he did not attain permanent status, the *suplent* is subject to dismissal.

A professor (profesor) attains his status through the professors' examination (profesorski ispit) which he may attempt after 2 years of teaching as a *suplent*. It is both general and professional. The general examination (opšti ispit) is oral, lasts 2 hours or more, and includes national language and literature, Yugoslav history, a foreign language, pedagogics and its history, general and experimental psychology, methodology, school legislation, and administration of secondary schools. If the candidate passes, he is allowed to take the professional examination (stručni ispit). It is divided into three parts: (1) Practical, which includes trial lessons at a secondary school in the presence of the examination commission on themes fixed by it; (2) a written class thesis, which must be prepared within 5 hours, on the methodology of the subjects in which the candidate is specializing; and (3) an oral examination of about 3 hours. A candidate for a secondary school professorship may select according to his specialty, any 1 of 12 groups of subjects as follows:

1. Serbo-Croatian and Slovenian language and literature as a major, and national history and a foreign language as minors.
2. National and general history as a major, and Serbo-Croatian and Slovenian language as a minor.
3. Geography and geology with mineralogy as majors, and chemistry as a minor.
4. Mineralogy with geology and zoology as majors, and botany as a minor.
5. Zoology and botany as majors, and mineralogy with geology as a minor.
6. Chemistry and physics as majors and mathematics as a minor.
7. Mathematics and physics as majors.
8. Mathematics and descriptive geometry as majors, and astronomy as a minor.
9. French or German language and literature as a major, and Serbo-Croatian and Slovenian as minors.
10. Latin or Greek language and literature as a major and Serbo-Croatian and Slovenian as minors.

11. Logic, psychology, and history of philosophy as majors and pedagogics, methodology, and ethics as minors.
12. Pedagogics with methodology, psychology, and logic as majors, and history of philosophy and ethics as minors.

The subject groups from which candidates for normal school professorships may select, differ considerably from those for the secondary schools. They are—

1. Serbo-Croatian and Slovenian language and literature as major and either national history or a foreign language and literature (French, German, or Russian) as minors.
2. National and general history as majors, and either geography with ethnology, Serbo-Croatian and Slovenian language, or history of Yugoslav literature as minors.
3. Geography, zoology, and botany as majors, and mineralogy with geology or chemistry as minors.
4. Geography and mineralogy with geology as majors and chemistry as a minor.
5. Zoology and botany as majors, and mineralogy with geology and chemistry as minors.
6. Mathematics and physics as majors and either cosmography and descriptive geometry, or cosmography and chemistry as minors.
7. French or German language and literature as a major, and Serbo-Croatian and Slovenian language and literature as a minor.
8. Pedagogics with methodology, ethics and history of philosophy as majors, and psychology (general and experimental) and logic as minors.
9. Pedagogics with methodology and psychology (general and experimental) and either national language and literature, national and general history, zoology, botany, geography, mathematics, or physics as majors, and logic and ethics as minors.
10. General and experimental psychology and logic as majors, and pedagogics with methodology, ethics and history of philosophy as minors.
11. General and experimental psychology and history of philosophy as majors and pedagogics with methodology, ethics and logic as minors.

The examination commission, which conducts the professors' examination, is appointed by the Ministry for a 3-year period and holds its session from October 1 to May 1. A candidate who satisfies the commission is granted by the Minister of Education a diploma of having passed the professors' examination (diploma o položenom profesorskom ispitu) which confers the title of professor and permits per-

manent appointment in secondary or normal schools, respectively.

Appointments.—Permanent teaching positions in either type of school are given by competition. The choice is made by a commission which proposes two candidates for each vacancy; one is appointed by the Minister. Appointment of a secondary or normal school director (direktor srednjoj školi ili učiteljskoj školi) is also by competition, and a candidate for such must have had at least 15 years of regular teaching experience in the type of school he aspires to direct.

(7) *Institutions of higher education.*—The method of recruiting teaching personnel for the institutions of higher education is described on page 94 of chapter VI.

Teachers for special types of schools.—The vocational normal schools for girls are described on page 57. In them teachers are educated for the girls' vocational schools. The teaching staff in schools of agriculture is outlined on page 72. In the section on fine arts and music in Chapter VI, Institutions of Higher Education, provision for educating teachers of music and arts is described.

General status.—All members of the administrative and teaching personnel in public and accredited private institutions have civil service status. Appointments are made through competition by the Ministry concerned in accordance with the provisions of the law, and if permanent, are for life or until the age of retirement is reached. Every teacher, without regard to rank, must take and subscribe to the following oath:

I, _____, swear before Almighty God that I will be faithful to the ruling King Peter II and the Fatherland, that I will willingly comply with all the national laws, and I will execute my duties conscientiously. So help me God!

Teachers are forbidden to engage in any other profession. Their conduct and work are rated, and the marks entered in their personal records, by inspectors or especially assigned officials of the Ministry of Education. The marks are:

¹ The original in Serbo-Croatian is:

I, _____, zaklinjem se jedinim Bogom da ću vladajućem Kralju Peteru II i Otadžbini biti veran, da ću se u radu pridržavati zemaljskih zakona i da ću dužnost svoju savjesno vršiti. Tako mi Bog pomogne!

Excellent, very good, good, and poor. Those rated "poor" are subject to demotion or dismissal. Promotions are earned by passing the prescribed examinations conducted by university centers under the supervision of the Ministry of Education.

Discipline.—Violations of regulations or breaches of professional conduct are subject to ordinary (*kazna za neurednost*) or disciplinary punishments (*disciplinska kazna*). Ordinary punishments, not mentioned in the teacher's personal record (*službenički list*), may be either written warnings or reproofs or fines of not more than 10 percent of the monthly salary, imposed by the executive officer of the institution. Disciplinary punishments may be: Decrease in salary not to exceed 20 percent in 1 year; deprivation of teaching for not to exceed 3 years; demotion of one step in grade and transfer to another place without paying transportation; retirement with decreased pension; and dismissal. They are given by the disciplinary courts (*disciplinski sudovi*). The accused has the right of appeal to the National Council (*Državni savet*). The retired personnel is also subject to disciplinary regulations.

Remuneration.—Salaries and pensions for the professional personnel in both public and accredited private schools are fixed by Civil Service Law of March 31, 1931 (*Zakon o činovnicima od 31 marta, 1931, god.*). The salary consists of: (a) The basal salary (*plata*) for each class of the staff in any phase of education plus periodical increases; (b) professional allowance (*položajni dodatak*); (c) personal allowance for the higher cost of living (*lični dodatak na skupoću*) based on the locality; and (d) family allowance for the higher cost of living (*porodični dodatak na skupoću*) which amounts to 150 dinars a month for the wife and one child. Regular increases are given those who were rated "excellent" for the previous 2 years.

Pensions may be personal (*lična penzija*) and family (*porodična penzija*), and the rights are considerable. After 10 years of active service, a teacher may retire with a personal pension equal to 50 percent of his basal salary plus professional allowance. For each additional year of service the pension increases gradually and 35 years of service entitle one to a pension equal to 95 percent of the basal

salary plus professional allowance at the time of retirement. Widows and orphans of teachers are entitled to a family pension.

Teachers' associations.—The two largest in membership are the Yugoslav Teachers' Association (Jugoslovensko Učiteljsko Udruženje) and the Yugoslav Association of Professors (Jugoslovensko Profesorsko Društvo). The former enrolls about 35,000 teachers of infant, elementary, and civic schools and publishes *The Teacher* (Učitelj), and *National Education* (Narodna Prosveta). The latter has some 5,500 members from the ranks of professors and teachers in secondary and normal schools. Its monthly organ is the *Journal of the Yugoslav Association of Professors* (Glasnik Jugoslovenskog Profesorskog Društva).

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CHAPTER VI: INSTITUTIONS OF HIGHER EDUCATION

This chapter tells of some 30 institutions of higher education arranged for convenience in four groups. The first consists of the 3 universities at Belgrade, Zagreb, and Ljubljana; the 2 autonomous faculties at Skoplje and Subotica; the School of Public Health at Zagreb, told of in connection with the faculty of medicine; and 9 Catholic theological seminaries, and the Higher Islamic School at Sarajevo, mentioned with the faculties of theology. In the second group, designated as "Higher special schools" are 2 higher schools of economics and commerce, 1 each at Zagreb and Belgrade, and 2 higher pedagogical schools in the same cities. In the third are the 2 national academies of fine arts at Zagreb and Belgrade; 2 national academies of music in the same cities; and the National Conservatory of Music at Ljubljana. The institutions in these groups are under the Ministry of Education, with the exception of the School of Public Health which is connected with the Ministry of Public Health.

The fourth is a series of institutions maintained by the Ministry of War and Navy to train officers.

GENERAL DATA

The general data that follow apply mainly to the universities, autonomous faculties, and higher special schools.

Admission requirements.—Not including the higher Pedagogical schools the admission requirements of which are given on page 114, applicants for admission to diploma or degree courses must hold the certificate of having passed the senior course examination—maturity examination (*svedočanstvo o višem tečajnom ispitu—ispitu zrelosti*) from an 8-class (year) secondary school of general education in Yugoslavia.¹ If a faculty has more qualified applicants than it can accommodate, the selection is made by competitive examination.

¹ The education on which this certificate is based is explained in ch. III.

Exceptions to this regulation, valid to and including 1940-41, are (1) that graduates from Greek-Orthodox theological schools (see p. 75) with exceptionally fine records, may become regular students in the Faculty of Theology of the University of Belgrade, but without the right to transfer to any other faculty; and (2) graduates of normal schools or holders of a teacher's diploma (see pp. 79 and 82) may be regular students in the faculty of philosophy of any Yugoslav university but without right of transfer to another faculty. In both exceptions, the consent of the council of the faculty is necessary.

Student body.—The student body is in two categories: Regular students (*redovni slušaoci*) who meet the requirements for admission and are duly matriculated; and extraordinary students (*vanredni slušaoci*) who do not meet the requirements and may not take any examination or test leading to a diploma or degree. Regular students are subject to immatriculation (*imatrikulacija*) which means that their names are properly inserted in the students' chief register (*glavna knjiga slušalaca*). At the registration, every student, whether regular or not, is given a lecture book (*upisnica predavanja*—*index lectionum*) in which all the courses he is to pursue and the laboratory work to be done is listed and certified by the professors. The *index lectionum* is comparable to, but usually more complete than, the student's program of studies issued by a college registrar in the United States. Attendance on all listed lectures and laboratory work is compulsory.

Foreigners may be admitted as regular students if their education is recognized by the Ministry as being equal to that required for citizens of Yugoslavia.

Tuition fees (Skolarina).—Tuition fees for any faculty depend on the amount of taxes paid by the student's parents or guardians, and are arranged according to the following scale:

<i>Annual income tax (dinars)</i>	<i>Annual tuition fees (dinars)</i>
Less than 800	None
800-1,000	100
1,000-3,000	150
3,000-5,000	200
5,000-6,000	350
6,000-7,000	400
7,000-8,000	500
8,000-9,000	650
9,000-10,000	800
Over 10,000	(1)

¹ 10 percent of tax.

If two or more students from one family are in attendance at the same time, full fee is paid for the first, half fees for the others. All students on payment of 30 dinars a semester are given medical care. It is free, including hospitalization, to those who are exempt from tuition fees.

Credentials granted.—The first credential granted is in nearly all cases a diploma and the examination on which it is based is known as the "diploma" examination. The minimum period of study for it is usually 8 semesters, but in medicine and veterinary medicine it is 10, in Catholic theology 12, and in pedagogy 4. The diploma is the professional degree; it confers the right to practice and is in effect a national license. The second credential is the degree of doctor, attainable only by those who hold the first, and requires at least 2 semesters (in engineering, 4) of advanced study, the presentation and public defense of a dissertation based on original research, and success in a public examination for the doctorate. It is a scientific degree, not essential for practicing the profession.

Diplomas or degrees earned abroad have no academic value in Yugoslavia unless they have been recognized by a Yugoslav institution of higher education. This recognition, known as nostrification, is granted only after a thorough investigation has shown that the foreign credential is substantially equivalent to one granted for a similar purpose in Yugoslavia.

Grading scale.—The scale of marks used in the examination is: 10, excellent; 8 to 9, good; 6 to 7, satisfactory; 3 to 5, failure; 1 to 2, complete failure. The pass mark is 6.

Academic year.—The academic year is divided into a winter semester (zimski semestar) from September 25 to February 15, and a summer semester (letnji semestar) from March 1 to June 30.

Administration.—The unit of administration in a Yugoslav university is the faculty which is governed by a faculty council (Fakultetski savet) under the chairmanship of the dean (Dekan) who is elected annually by the ordinary and extraordinary professors of the faculty. The council's functions are: Preparation of the programs of studies; nostrification of foreign diplomas and degrees; election of ordinary and extraordinary professors and other teaching personnel; appointment of examination commissions; granting of diplomas and degrees; preparation of the annual budget; supervision of students enrolled with the faculty; and giving opinions on all matters connected with the faculty.

Next is the University Senate (Univerzitetski senat) composed of the rector, prorector, deans, and prodeans. It approves the annual reports of the rector and the deans; discusses all questions relating to the university that are presented by the rector or the Minister of Education; distributes scholarships to apt but poor students; elects members for the students' disciplinary court; confirms or rejects the election of docents, lecturers, university teachers, and technical assistants; confirms or rejects nominations of a faculty council for the honorary degree of doctor; and elects the university secretary and the librarian.

The University Administrative Board (Univerzitetska uprava) made up of the rector and the deans is a more strictly business body. It confirms the annual budgets submitted by the separate faculties; administers the whole budget; accepts and administers endowments; and to it are subordinated the university technical and administrative personnel.

The University Assembly (Univerzitetsko veće) is a larger body composed of the rector and all the ordinary professors. It elects the rector and, in case of need, the prorector; confirms or rejects the selection of ordinary and extraordinary professors submitted by any faculty council; submits to the Minister of Education resolutions for the removal of a professor; names the members of the lower disciplinary

4 court for professors; and acts as a court in all questions relating to the university laws and regulations. The rector is chosen for a term of 2 years by the Assembly. He is head of the university and chairman of the assembly, the senate, and the administrative board.

Teaching staff.—The several types of professional workers are ordinary and extraordinary professors, university and private docents, honorary professors and instructors, lectors, and university teachers of skill. Ordinary (redovni profesori) and extraordinary (vanredni profesori) professors are chosen by the faculty council from persons who have passed a competitive public examination (objavljeni stetaj). To be admitted to the examination, the candidate must hold the degree of doctor (for a technical faculty and faculty of agriculture and forestry, a university diploma may be accepted in lieu of the doctorate) and must submit a printed work covering his individual research. In exceptional cases a well-known scientist may be offered a position without taking the examination. If the election of a professor is approved by the university assembly, on recommendation of the Minister of Education the appointment is made for life by the King.

University docents (univerzitetski docenti) are chosen in the same manner as ordinary professors but the appointment is made by the Minister of Education and is temporary. Private docents (privatni docenti) must have practically the same training as university docents but they need not take a competitive examination. They are elected by the faculty council at their own request, and approved by the university senate. Appointments for both university and private docents are for 5 years. If not reappointed at the end of that time, they lose the right to teach.

Honorary professors and honorary instructors (honorarni profesori i honorarni nastavnici), on recommendation of the university senate, may be appointed by the Minister for a term of not more than 3 years to attend to duties of regular staff members who are ill. Lectors (lektori) are special instructors in foreign languages and are selected by competitive examination from university graduates. University teachers of skill (univerzitetski učitelji vještina) are also chosen through competitive examination.

UNIVERSITIES AND AUTONOMOUS FACULTIES AND SCHOOLS

The universities, by Law of December 11, 1931 (Opštinauredba univerziteta od 11 decembra 1931 godine), governing them, are the "highest educational institutions for professional training, for the development of sciences, and for the fostering of the National Yugoslav culture."

The *University of Belgrade* (*Univerzitet u Beogradu*) began on June 19, 1838, at Kragujevac with the opening of a lyceum (licej) which was moved to Belgrade 3 years later. The Ministry of Education of the former Kingdom of Serbia by decree of September 24, 1863, reorganized the lyceum, named it the High School (Velika Škola), and added a technical faculty. By law of February 27, 1905, the High School became the first Serbian university and faculties of theology and medicine were created within it.

It now has seven faculties (colleges): Greek-Orthodox theology, philosophy, law, medicine with a school of pharmacy, technical science, agriculture-silviculture, and veterinary medicine. Each faculty has connected with it various scientific research institutes, laboratories, seminars, and libraries.

The *Faculty of Philosophy at Skoplje*, formerly *Ušküb* (*Filozofski Fakultet u Skoplju*), and the *Faculty of Law at Subotica* (*Pravni Fakultet u Subotici*) were founded in 1920 as constituent colleges of the University of Belgrade. Serbian is the language of instruction in the University and these faculties.

The *University of the Kingdom of Yugoslavia*, at Zagreb, formerly Agram (*Sveučilište Kraljevine Jugoslavije u Zagrebu*), dates back in its history to an old Jesuit school which in 1776 was transformed by Empress Maria Theresa into a Royal Academy of Sciences (*Regia Scientiarum Academia*) with faculties of philosophy and law. Out of the Academy grew the University which was formally opened in 1874. Faculties of theology, mathematics-physics, forestry, and medicine were gradually added. Prior to the World War it was known as the Royal Francis Joseph University (in Croatian, *Kralj. Sveučilište Franje Josipa I*; or in German, *Königliche Franz-Josephs-Universität*). When the Province of Croatia became part of Yugoslavia in 1919, the name was changed.

It has seven faculties as in the case of the University of Belgrade, except that its College of Theology is Catholic, not Greek-Orthodox, with their attendant institutes, laboratories, seminars, and libraries. Its faculty of technical science was formed in 1928 by taking over the Royal Technical High School at Zagreb (Kr. Tehnička Visoka Škola u Zagrebu) that was established in 1918 and was a standard institution offering diploma and degree curricula similar to those of the present-day faculties of technical science in the Yugoslav universities. The language of instruction is Croatian.

King Alexander I University at Ljubljana (*Univerza Kralja Aleksandra Prvega v Ljubljani*) originated in a Jesuit college founded about 1596 at Ljubljana. The College offered instruction on elementary and higher levels (*studia inferiora in superiora*) from grammar to theology, inclusive, according to the Jesuit school code of 1599, "*Ratio atque institutio studiorum Societatis Jesu*." Between 1810 and 1914 it was reorganized and other lines of study were added. By Royal Decree of July 25, 1919, it was made a standard public university and given its present name.

The five faculties are Catholic theology, philosophy, law, medicine, and technical science. The Slovenian language is the medium of instruction.

Curricula.—Eight different general fields of instruction are represented by the faculties in the five institutions, the histories and general characteristics of which have been so very briefly sketched. The curricula of each of those faculties, the credentials to which they lead, and the requirements that must be met before a credential is granted, are our next concern.

PHILOSOPHY (FILOZOFSKI FAKULTET)

The faculty of philosophy corresponds to the college of arts and sciences in the United States, and in Yugoslavia just as here, attracts a high percent of the university-going young people. The credentials are the diploma, and the degree of doctor of philosophy, and may be attained in any 1 of 27 groups of subjects as fields of specialization. The requirements for the diploma are: Completion of 8 semesters of study of the subjects prescribed for the group chosen; and

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passing the oral and written diploma examination (diplomski ispit) in the chief major subjects (A), the second major (B), and the minor subjects (C). The student may not attempt this diploma examination until he has studied the chief major subjects at least 8 semesters; the second major, 5; and the minor subjects, 2.

The degree of doctor of philosophy (Doktor filozofije) may be conferred on the holder of a diploma who submits and defends publicly an original scientific dissertation (originalna naučna disertacija) based on his research work in the field of his specialization, and passes the doctoral examination (doktorski ispit). The act of granting the degree is known as "promotion" (promocija) and is a solemn ceremony conducted by the university rector, the dean, and the members of the faculty.

Subject-matter groups.—Of the 27 subject-matter groups from which the Yugoslav student may choose, one that he believes will fit him best for his life's work, 12 are in the mathematics and science fields of physics, chemistry, biology, and geography; 8 are in the languages; 4 in history; and 3 in philosophy, psychology, and pedagogy. Within each group the subjects in which the student is required to take and pass the diploma examination, are classified as: A—chief major course; B—second major; and C—minor course. The subject groups are made up of A, B, and C courses as follows:

1. *Theoretical mathematics (teoriska matematika)*: A—theoretical mathematics; B—rational mechanics, and either theoretical physics or celestial mechanics; C—either physics, theoretical astronomy, or calculus of probability.

2. *Applied mathematics (primenjena matematika)*: A—rational mechanics, theoretical physics, and celestial mechanics; B—theoretical mathematics; C—physics and practical astronomy.

3. *Astronomy (astronomija)*: A—theoretical and practical astronomy, and celestial mechanics; B—theoretical mathematics; C—rational mechanics, physics, and meteorology.

4. *Physics (fizika)*: A—physics; B—rational mechanics and theoretical physics; C—elements of higher mathematics, chemistry, and either meteorology or practical astronomy.

5. *Physics-chemistry (fizika-hemija)*: A—physics; B—physical chemistry; C—elements of higher mathematics, elements of rational mechanics, theoretical physics and chemistry.

6. *Chemistry-physics* (*hemija-fizika*): A—physical chemistry; B—physics and chemistry; C—elements of higher mathematics, mineralogy, and meteorology.

7. *Chemistry* (*hemija*): A—chemistry; B—physics; C—physical chemistry, elements of higher mathematics, mineralogy, and one branch of natural history.

8. *Practical chemistry* (*praktična hemija*): A—chemistry including very advanced laboratory experiments; B—physics; C—physical chemistry, elements of higher mathematics, mineralogy, and either chemical technology or one branch of natural history.

9. *Mineralogy-geology* (*mineralogija-geologija*): A—mineralogy with petrography, and geology with paleontology; B—zoology; C—botany with chemistry and physics, or botany with chemistry and physical geography.

10. *Biology* (*biologija*): A—botany and zoology; B—physiology and geology with paleontology; C—chemistry with mineralogy and physics.

11. *Physics-geography* (*fizika-geografija*): A—geography; B—geology with petrography; C—physics and meteorology.

12. *Anthropogeography* (*antropogeografija*): A—geography; B—ethnology with ethnography; C—National history with sociology.

13. *National language* (*narodni jezik*): A—Serbian language with the ancient Slavonic language; B—history of Yugoslav literature and theory of literature; C—National history, one of the Slavonic languages, and either a classical, modern, or oriental language with literature.

14. *National language and literature* (*narodni jezik i književnost*): A—history of Yugoslav literature; B—Serbian language with ancient Slavonic language; C—National history, one Slavonic language, and either a classical, modern, or oriental language with literature.

15. *National literature* (*narodni književnost*): A—history of Yugoslav literature; B—French, or either German, Russian with literature, or a classical language with literature, and theory of literature; C—Serbian language with ancient Slovenian language, National literature, one of the Slavonic languages, and either a classical or modern language with literature, or comparative history of modern literature.

16. *Slavonic philology* (*Slovenska filologija*): A—Russian language and literature; B—either Czech, Polish, or Serbian language and literature; C—Serbian with the ancient Slavonic language for those who did not study it in "B," or comparative grammar of Slavonic languages and history of Yugoslav literature, if the student did not take the Czech or Polish languages in "B."

17. *Classical philology* (*klasična filologija*): A—classical languages with literature; B—history of ancient times and either classical archaeology or Byzantology; C—either National history,

history of Yugoslav literature, a modern language with literature, or ethnology with ethnography.

18. *Romance philology (Romanska filologija)*: A—French language and literature with ancient French or Italian language and literature; B—history of Yugoslav literature with theory of literature or comparative grammar of Romance languages; C—Latin language, and either history of Yugoslav literature, if not taken in "B," a modern language (German, English, Italian, or Russian) with literature, or comparative history of modern literature.

19. *Germanic philology (Germanska filologija)*: A—German with the ancient German language and literature, or English with ancient English language and literature; B—history of Yugoslav literature with theory of literature, or comparative grammar of Indo-European languages; C—two courses from the following: Serbian language, National history, German language (for those who have English in "A"), English (for those who have German in "A"), French, a classical language, or comparative grammar of Indo-European languages, if it was not taken in "B."

20. *Oriental philology (orientalna filologija)*: A—Oriental philology; B—National history; C—Serbian language and literature.

21. *National history (narodni istorija)*: A—National history; B—general history, and either history of the Byzantine Era, or Oriental philology; C—Supplementary historical sciences, history of Yugoslav literature, and either history of arts, Serbian language, a Slavonic language, a classical language, a modern language ethnology with ethnography, or classical archaeology.

22. *General history (opšta istorija)*: A—general history; B—National history and history of the Byzantine Era; C—ethnology with ethnography, and either geography, a classical language, history of Yugoslav literature, history of arts, or history of music.

23. *History of arts (istorija umetnosti)*: A—history of arts; B—general history or National history; C—general history, if it is not taken in "B," or National history, if it is not taken in "B," and a modern language.

24. *Ethnology (etnologija)*: A—ethnology with ethnography; B—Serbian language, and either history of Serbian literature, general history, classical languages with literature, National history, or geography; C—geography or Serbian language, if not taken in "B," and either history of Yugoslav literature, classical languages with literature, if not taken in "B," classical archaeology, and Byzantology.

25. *Philosophy (filozofija)*: A—theory of knowledge, logic, psychology, and history of philosophy; B—ethics and aesthetics; C—elements of higher mathematics, and either elements of astronomy, physics with chemistry, or general biology.

26. *Psychology (psihologija)*: A—experimental psychology; B—physiology, history of philosophy, and logic; C—physics with

chemistry, and either botany and general biology, or zoology and general biology.

27. *Pedagogics (pedagogika)*: A—pedagogics; B—psychology and logic with ethics or history of philosophy; C—general biology, and either National history, or one of the modern languages (English, French, or German).

LAW (PRAVNI FAKULTET)

The credentials granted by the law faculty are the diploma and the degree of doctor of law. The diploma curriculum is arranged for eight semesters (4 years) of study. At the close of each academic year, students must take examinations in the following listed subjects:

First year: Encyclopaedia of law, Roman law, history of Slavonic laws, diplomatic and political history of Yugoslavia, theoretical national economy, canon law.

Second year: Practical national economy, civil law (pt. I.—general part and basic law), general State law and constitutional law in Yugoslavia, criminal law, sociology, statistics.

Third year: Civil law (pt. II.—law of claims), finance, administrative law, criminal law procedure, forensic medicine, international public law.

Fourth year: Civil law (pt. III.—family, inheritance, and partnership law), commercial law and foreign exchange law, private international law, civil law procedure, bankruptcy law, shariat law, ethnopolitics, and tripartite law.

Having passed these four examinations, the student may try the written and oral diploma examination (diplomski ispit) which embraces all the subjects of the curriculum. If successful he is granted the diploma and may practice law in Yugoslavia.

The degree of doctor of law (Doktor prav) is conferred on the holder of a diploma who has had at least two semesters of training in his special field which may be either private jurisprudence (privatno-pravna), criminal jurisprudence (krivično-pravna), public jurisprudence (javno-pravna), or economics-finance (ekonomsko-financijska); whose seminar work represents two compositions in his field; has presented an approved dissertation; and has passed the doctorate examination.

MEDICINE (MEDICINSKI FAKULTET)

The present curriculum in medicine is fixed by Ministerial Decree of June 12, 1937, and requires a minimum of 10 semesters of study each representing from 30 to 38 hours a week of regular work. The compulsory subjects, including prescribed laboratory work, by years are:

First year: Physics and biology for students in medicine, chemistry (physical, organic, inorganic), descriptive and topographic anatomy.

Second year: Descriptive and topographic anatomy, general physiology and physiological chemistry, human physiology, including physiology of the senses, histology, and embryology.

Third year: Introduction to internal medicine, general pathology, pathological anatomy and histology, bacteriology with serology and immunology, pharmacology and toxicology, introduction to surgery, general surgery, special surgery, general radiology, and roentgenology.

Fourth year: Internal medicine, dermato-venerology, special surgery, contagious diseases, psychiatry and neurology, orthopedics, introduction to gynecology, and obstetrics.

Fifth year: Internal medicine, ophthalmology, gynecology and obstetrics, pediatrics, otorhinolaryngology, forensic medicine, hygiene and social medicine, science of poison gases used in war, odontostomatology, balneology with climatology.

Other subjects, not compulsory, but recommended are: Science of inheritance, theoretical radiology, experimental pathology, medicine of sports, child hygiene, child surgery, surgical techniques, science of prescriptions, physical therapy, clinical radiology and roentgenology, race hygiene, urology, military surgery, aeronautical medicine, parasitology, epidemiology, and criminology.

This curriculum leads to the degree of doctor of general medicine (Doktor celokupnog lekarstva or Doctor medicinae universalis). All students must pass the regular semestral and annual examinations. Moreover, there is the physician's examination which is both theoretical and practical, is distributed throughout the 5 years, and includes 5 groups of subjects:

First: Biology, physics, and chemistry.

Second: Anatomy, histology with embryology, physiology with physiological chemistry and physiology of the senses.

Third: Pathological anatomy with histology, bacteriology, pharmacology with toxicology.

Fourth: Internal medicine, contagious diseases, dermatovenerology, neurology, and psychiatry.

Fifth: Pediatrics, surgery, gynecology with obstetrics, ophthalmology, otorhinolaryngology, hygiene with social medicine, and forensic medicine.

These tests are timed so that the first comes at the close of the second semester; the second, fourth semester; third, seventh semester; fourth, ninth semester; and the fifth, when the curriculum has been completed. Passing these and presenting proof of having undergone the prescribed clinical training earn the degree. It confers the right to practice medicine. Before receiving it, the candidate must take the physician's oath.

The degree of *doctor of medical sciences* (*Doktor medicinskih nauka* or *Doctor scientiarum medicarum*) is evidence of scientific activity conferred on a doctor of general medicine who has completed at least two semesters of graduate study, presented and publicly defended a dissertation based on his own research, and passed the doctorate examination. As a rule it cannot be attained until 1 year after receiving the first degree.

The *School of Public Health at Zagreb* (*Škola narodnog zdravlja u Zagrebu*) was founded by the Rockefeller Foundation in 1925 and was first attached to the Hygienic Institute of Zagreb. Since 1930 it has been an independent institution maintained by the national treasury at a cost of some 9 million dinars annually. It gives physicians postgraduate training to prepare them for the public health service, and conducts a series of popular courses dealing with hygiene and social medicine.

DENTISTRY

There are no separate schools or faculties of dentistry. Dentists are recruited from the regular physicians. By Law of July 4, 1933,² the Ministry of Social Welfare and Public Health is authorized to certify as specialists for mouth and teeth diseases (*specijaliste za bolesti usta i zuba*), physicians who have had 1½ years of practical training in a stomatological department of a State hospital and have passed a prescribed examination which is conducted by a commission

² Zakon o izmenama i dopunama zakona o lekarima specijalistima za bolesti usta i zuba iz subalim tehnicarima od 4 jula 1933 god.

under the chairmanship of a representative of the Ministry and three physician-dentists appointed as examiners by the chambers of medicine (lekarske komore) at Belgrade, Ljubljana and Zagreb.

PHARMACY (FARMACEUTSKI OTSEK)

Successful study of pharmacy earns the titles, diploma-pharmacist and doctor of pharmacy. The curriculum for the diploma is 4 years in duration arranged as in the following plan:

First year: Experimental physics, general botany with microscopic exercises, phytoanatomy, inorganic chemistry, qualitative exercises in analytical chemistry, systematic botany, medical herbalism.

Second year: Organic chemistry with exercises, analytical chemistry, physical chemistry, qualitative exercises in analytical chemistry, pharmacognosy with exercises, elements of zoology with anatomy and human physiology, first aid in emergencies.

Third year: Pharmaceutical chemistry with exercises, medical biochemistry with exercises, microbiology with bacteriological exercises, pharmacology.

Fourth year: Galenic pharmacy, exercises in pharmaceutical technology, food analysis with laboratory, toxicology with exercises, science of poison gases, elements of hygiene.

The degree of *diploma-pharmacist* (*Diplomiranog farmaceuta*) is conferred on those who have completed the curriculum and passed the four diploma examinations (diplomski ispit) which correspond to the regular theoretical and practical annual examinations.

The degree of *doctor of pharmacy* (*Doktor Farmacije*) is open to a diploma-pharmacist who has submitted and publicly defended a dissertation based on research covering at least 1 year of intensive study, and passed the doctorate examination.

GREEK-ORTHODOX THEOLOGY (PRAVOSLAVNI BOGOSLOVSKI FAKULTET)

The 4-year curriculum in Greek-Orthodox Theology embraces:

Holy Scriptures of the Old and New Testaments, apologetics and history of religion, philosophy, dogmatics, comparative theology, moral theology, pastoral theology, patrology, church

history, canon law, liturgies, pedagogies, methodology of religious education, Christian archaeology and arts, languages (Church Slavonic, Hebrew, Greek, Russian), and church music.

Completion of the curriculum and passing the diploma examination earn for the student a diploma.

A diploma holder may attain the degree of doctor of theological science (Doktor bogoslovskih nauka) by submitting and defending a dissertation based on research, and passing the doctor's examination.

CATHOLIC THEOLOGY (KATOLIČKI BOGOSLOVSKI FAKULTET)

Ministerial Decree of May 17, 1935, prescribes a 12-semester curriculum in Catholic theology leading to a diploma, and two additional semesters for candidates for the doctorate. The required subjects are:

Exegetics of the Old and New Testaments, apologetics, Christian philosophy and sociology, comparative theology, patrology, theology, dogmatics (moral pastoral, and fundamental), history of religion, canon law, church history, homiletics, liturgies, systematic philosophy of education, ascetic theology and mysticism, pastoral medicine, introduction to theology, religious psychology, history of philosophy, logic and psychology, pedagogies, methodology of religious education, ancient and Christian archaeology, supplementary historic sciences, languages (Latin, Greek, Church Slavonic, Hebrew, Arabic, Assyrian, and Aramic), church arts, and church music. Every student must have about two semesters of seminar work in theology, philosophy, canon law, and church history.

Completion of the 12-semester curriculum and passing the diploma examination earn the diploma.

To be a doctor of sacred theology (*Doctor SS. Theologiae*), a diploma holder must complete two semesters of graduate studies, present and defend a dissertation, and pass the doctor's examination.

Catholic Theological Seminaries (Katoličke bogoslovije-Sjemeništa).—Nine Catholic Theological Seminaries are institutions of higher education in the sense that they require for admission graduation from a secondary school of general education with a classical bias and offer curricula 8 to 10 semesters in duration, that are practically the same as

those of the faculties of Catholic theology in the Universities of Zagreb and Ljubljana. They do not, however, grant academic degrees; graduation is marked by a diploma.

HIGHER ISLAMIC SCHOOL OF SHERIAT LAW AND THEOLOGY AT SARAJEVO (VIŠA ISLAM- SKA ŠERIJATSKO-TEOLOŠKA ŠKOLA U SARA- JEVU)

The Higher Islamic School was founded by Law of March 31, 1937, and opened for the school year 1937-38. It is designed to serve the Islamic community in the same way that the faculties of Greek Orthodox and Catholic theology serve the Christian elements of the community. Its purpose is to educate shariat-judges, religious workers, and teachers for Islamic secondary schools. An applicant for admission must hold a graduation diploma from an Islamic secondary school or any other accredited secondary school of general education, and pass a competitive entrance examination. The curriculum is 4 years in length and the subjects of study are:

Islamic ritualism (ibadat), shariat law and philosophy of law (fikh, usul, teširi), international law, dogmatics (akaid, ilmi-kelam), Islamic morals, history of Islamism with history of religion and sociology of the Islamic people, Islamic philosophy, interpretation of the Koran (tefsir), tradition (hadis), preaching (vaz), psychology, logic with methodology of religious instruction, and Oriental languages (Arabic, Turkish, Persian).

An annual examination (godišnji ispit) closes each school year. Success in the final or diploma examination brings a diploma which is of the same value as that given by any other Yugoslav institution of university rank.

AGRICULTURE-SILVICULTURE (POLJOPRIV- REDNO-ŠUMARSKI FAKULTET)

This faculty has two departments: Agriculture (Poljoprivredni otsek) and silviculture (Šumarski otsek). Each offers an eight-semester curriculum. The required subjects common to both are:

Physics, geology and mineralogy with petrography, zoology, general and special botany, inorganic chemistry, organic chemistry,

geodesy, pedology, meteorology with climatology, phytopathology, control of stream flow, national economy, and pisciculture.

In addition to these common courses, the department of agriculture requires:

Anatomy and physiology of domestic animals, analytical chemistry, entomology, agricultural chemistry, agricultural bacteriology, general farming and selection of plants, general cattle breeding, agricultural machinery and implements, special farming including the culture of meadows and pasture, zoohygiene, dairy industry, viticulture, viniculture, veterinary medicine, agricultural engineering including techniques of cultivation, agricultural tools and construction work, agricultural economy, agricultural bookkeeping and taxation, agricultural statistics, agrarian policy, agricultural corporations and rural sociology, agricultural chemical technology, and agricultural architecture.

The department of silviculture requires:

Elements of technical mechanics, descriptive geometry, silviculture, forestal chemical technology, dendrometry, planting of forests, construction of transportation systems, forestal architecture, exploitation of forests and trade in forestry products, protection of forests with entomology, dendrology, value of forests, forestal statistics, administration of forests and forestal bookkeeping, general and forestal legislation, forestal policy, forestal engineering including techniques of cultivation, forestal tools, construction work and construction of transport ways, forestal trade and industry, hunting, and history of silviculture.

The degree of *diploma-engineer of agriculture* (*Diplomiranog inžinjera poljoprivrede*) or diploma-engineer of silviculture (*Diplomiranog inžinjera šumarstva*), as the case may be, is granted to a student who completes either curriculum, including the prescribed laboratory work, and passes the diploma examination in the required subjects.

In order to earn the degree of *doctor of agriculture or silviculture* (*Doktor poljoprivrede ili šumarstva*) the diploma-engineer must submit and defend a dissertation and pass the public examination for the doctorate.

TECHNICAL SCIENCE (TEHNIČKI FACULTET)

The technical faculty of a Yugoslav university corresponds to a college of engineering in the United States. By statute of April 17, 1935 (Uredba tehničkih fakulteta univerziteta u Beogradu, Zagrebu i Ljubljani od 17 aprila 1935 godine),

it is organized into six departments (otseke): Architectonic (arhitektonski); civil engineering (gradjevinski) with sections of railway, construction, and hydraulic engineering; irrigation techniques and geodetic engineering (kulturnotehnički i gođeteki); machine-electrotechnics (mašinsko-elektrotehnički with sections of mechanics, electrotechnics, techniques of telecommunication, and aeronautic engineering; chemical engineering (hemijski); and mining engineering (rudarski).

The regular curricula are eight semesters in duration, each calling for about 42 to 50 hours a week of regular work, including laboratory and practical training. There are two examinations: Preliminary (pripremni ispit) at the close of the fourth semester; and professional (stručni ispit) or graduation examination, which is both theoretical and practical. A student who passes the final examination is required to prepare a diploma thesis (diplomski rad) which usually covers about 3 months of intensive work. If it is accepted, the candidate is granted the degree of engineer (inženjer) with the indication of his special field of study, as for example, as civil engineer (gradjevinski inženjer), chemical engineer (inženjer hemičar), mining engineer (rudarski inženjer), etc.

The engineer who would be a *doctor of technical science* (Doktor tehničkih nauka) submits and publicly defends a dissertation covering about 2 years of individual research work, and passes the doctor's examination. If he majored in mining engineering, the candidate becomes a doctor of mining science (Doktor montanističkih nauka).

A program of studies for the construction engineering section, as a typical curriculum of the faculty of technical science, is as follows:

TABLE 23. *Program of studies for the section of construction engineering*

Required subjects	Number of hours each week			
	Winter semester		Summer semester	
	Theory	Laboratory	Theory	Laboratory
1	2	3	4	5
<i>First year</i>				
Advanced mathematics I	4	2	4	2
Analytical geometry	2		2	
Descriptive geometry	4	4	4	4
Repetition in descriptive geometry		2		2
Physics	4		4	
Mechanics I			3	2
Chemistry	4			
General geodesy	2	2	2	3
Special geodesy I	2		2	
Construction I	2	2	2	2
Technical drawing		2		2
Preliminary drawing		2		2
Topographic drawing		2		2
Total	24	18	26	23
<i>Second year</i>				
Advanced mathematics II	4	2	4	2
Mechanics I	2	1		
Mechanics II (dynamics)	3	2		
Mechanics III (kinematics and kinetics)			4	2
Hydromechanics			2	
Science of resistance and elasticity	2		2	2
Geodesy III	2	3	2	3
Estimation	2			
Geology	2	2	2	2
Science of materials	2		1	
Engineering construction	2	3	2	4
Building construction	3	3	3	3
Photogrammetry	2		2	
Testing materials				3
Total	26	16	24	21
<i>Third year</i>				
Statics of engineering construction	4	4	4	3
Bridge construction	3	3	2	3
Reinforced construction	2		2	
Underground work	4	2		
Highways	2	2	2	2
Railways	4	4	4	4
Hydraulics	3	2	1	2
Encyclopedia of machinery	2	2		
Iron construction			2	2
Construction of water-mills			1	
Regulations of rivers and construction of waterways			2	
Private and State buildings			2	3
Selected chapter from the theory of elasticity			2	
Estimation of engineering construction			2	
Total	24	19	26	19

TABLE 23.—Program of studies for the section of construction engineering—Continued

Required subjects	Number of hours each week			
	Winter semester		Summer semester	
	Theory	Laboratory	Theory	Laboratory
1	2	3	4	5
<i>Fourth year</i>				
Iron bridges.....	3	3	4	4
Iron roofs.....	1	1		
Reinforced construction.....	4	4	2	4
Tunnels.....	2	4	2	4
Construction of railways in mountains.....	2	2		
Exploitation of railways.....	2		2	
Water systems and canalization.....	3	3	3	3
Regulation of rivers and construction of waterways.....	3	2		
Construction of navigable channels.....	2	3		2
Application of reinforced construction.....	1		1	
Management of work.....	1		1	
Administration of railways.....			1	
Railways station and signalization.....			4	4
River and sea stations.....			2	
Technical irrigation of land.....			2	3
Total.....	24	22	24	24

VETERINARY MEDICINE (VETERINARSKI FAKULTET)

According to the statute for the faculty of veterinary medicine, approved by the Ministry of Education, July 22, 1936 (Uredba veterinarskog fakulteta universiteta u Beogradu i Zagrebu od 22 jula 1936 godine), the curriculum is 10 semesters (5 years) in duration with annual examinations as listed under:

First: Physics, biology, zoology, chemistry, botany.

Second: Anatomy, histology with embryology, physiology.

Third: Parasitology, microbiology, pharmacology with toxicology, materia medica, internal clinical propedeutics, pathological anatomy.

Fourth: Pathological physiology, pathology and therapy of internal diseases, onychology, milk hygiene, biology and pathology of bees and silk worms, contagious diseases.

Fifth: Pathology and therapy of internal diseases, surgery with ophthalmology, obstetrics, special zootechnics, forensic veterinary medicine, veterinary hygiene, hygiene of meat and animal products used for human food, epizootiology, public veterinary service, roentgenology, veterinary police and court procedure.

All these examinations include laboratory tests. The fifth is the graduation diploma examination and the student who satisfies the examination commission is granted the degree of *veterinary physician* (Veterinar) which entitles him to practice the profession.

A *veterinar* who would be a *doctor of veterinary medicine* (*Doctor medicinae veterinariae*) must do at least two semesters of graduate work, write and defend a dissertation, and pass the doctor's examination.

University libraries.—The library of the University of Belgrade was built with the aid of the Carnegie Foundation. It was formally opened May 24, 1926, though collecting had begun earlier. It has more than 250,000 volumes, 219 incunabula, and a great number of old manuscripts, letters, maps, and pictures. It stresses all branches of science, but particularly those studied in universities.

The library of the University of Zagreb was founded in 1874 and serves also as a public library. It has about 400,000 books and magazines, 310 incunabula, 1,800 rare issues, and several thousand manuscripts and letters.

The University of Ljubljana depends on the National Library in that city for its major library service. The National Library was founded in 1774 under the name of the Lyceum Library. It became public in 1794. It has some 150,000 volumes, 600 incunabula, and 650 manuscripts.

University institutes.—To name and describe the many institutes for research that are connected with the universities is unnecessary here. They function in much the same way as such organizations do in other countries. A good example is the Radiological Institute at Belgrade, connected with the Faculty of Medicine of the University. It is organized in six departments: Investigation of radio-active waters and minerals throughout the country; investigation of gases from radio-active springs, such as helium, neon, argon, krypton, and xenon; determination of the condition and quantity of radio-active forces; investigation of corpuscular radiations with the help of a magnetic field; X-ray, with the necessary vacuum spectrograph and high vacuum pumps; and calorimetry with special apparatus for measuring the intensity of all kinds of radiance.

HIGHER SPECIAL SCHOOLS

Besides the three universities, the two independent faculties, the School of Public Health, the seminaries, and the High Islamic School told of in the previous section, four other institutions of higher education that may be classed as higher special schools are at work in Yugoslavia. Two of them are higher schools of economics and commerce, one at Zagreb with Croatian as the language of instruction; the other at Belgrade with Serbian for the medium. Though limited to their special fields, both are universities in the sense that they offer a 4-year curriculum terminating in a diploma and a year of additional study leading to a doctorate. The other two are higher pedagogical schools, one at Zagreb (Croatian), the other at Belgrade (Serbian). They present a wider range of studies but of only 2 years' duration, and do not grant doctorates.

HIGHER SCHOOL OF ECONOMICS AND COMMERCE AT ZAGREB (EKONOMSKO-KOMERCIJALNA VISOKA ŠKOLA U ZAGREBU)

First founded in 1920, this higher school was reorganized and given university rank by Law of December 23, 1925. Its governing body is the Council of Professors made up of all the ordinary and extraordinary professors on its staff. The council is presided over by the Rector, whom it nominates for a 2-year term and who is appointed by the King on the recommendation of the Minister of Education.

The requirements for admission as regular students are the same as those of the universities, except that graduates of commercial academies and naval commercial academies (see pp. 64-65) may be admitted if they pass an entrance examination.

The program of studies is as follows:

TABLE 24.—*Program of studies for the Higher School of Economics and Commerce at Zagreb*

Required subjects	Hours a week in each year							
	I		II		III		IV	
	Theory	Laboratory	Theory	Laboratory	Theory	Laboratory	Theory	Laboratory
1	2	3	4	5	6	7	8	9
Private economy	2				3			
Technology	4		4		4	4		
Political economy	4		2	2		2		2
Commercial arithmetic	4							
Commercial geography	2			1		1		
Bookkeeping	3		3					
Economic geography	1		1					
Commercial correspondence	2							
Encyclopedia of law	3							
Political arithmetic	2							
First foreign language	2		2		2			
Second foreign language ¹	2		2		2			
History of politics			2					
Journalism and the press			1		1		1	
Foreign exchange law			2					
Sociology			3					
Insurance			2					
Lumber trade			2					
Statistics, general and special					2			
Agrarian and industrial economic policy					2			
Techniques of international law with seminar					3			
History of economics					2			
General politics					2			
Seminar in political and diplomatic history						2		2
Diplomatic history							3	
Banking law					2			
Seminar in commercial law						2		2
Finance					2			
Trade and customhouse policy							2	
Consular law							2	
Social politics and cooperative organizations							3	1
Economic politics							1	
International law							4	
Commercial law							2	
Railways and tariffs							2	
Maritime law							3	
Financial policy							1	
Total	31		26	3	27	11	24	7
<i>Elective subjects</i>								
Croatian stenography	2		1		1			
German stenography	1		1		1			
Esperanto	2		2		2			
Selected chapters on commerce			1		1		1	
Survey of commercial history					2		2	

¹ The languages from which the student selects 2 are: English, German, French, Russian, Italian, and Czech.

The diploma may be attained by passing the four annual and the final or diploma examinations. The diploma examination is in national economy, economic and social

policy, finance, commercial techniques, and applied mathematics. It is both oral and written, the written part including a home work and a class composition.

A diploma holder may become a *doctor of economic and commercial sciences* (*Doktor ekonomsko-komercijalnih znanosti*, or *Doctor rerum economicarum et commercialium*) by doing another year of study, presenting and defending a dissertation, and passing the doctor's examination.

HIGHER SCHOOL OF ECONOMICS AND COMMERCE AT BELGRADE (EKOMSKO-KOMERCIJALNA VISOKA ŠKOLA U BEOGRADU)

This school was established by Law of March 31, 1937, and opened to students for the school year 1937-38. Its status and program are substantially the same as those of the Higher School at Zagreb.

HIGHER PEDAGOGICAL SCHOOL AT ZAGREB (VIŠA PEDAGOŠKA ŠKOLA U ZAGREBU) AND HIGHER PEDAGOGICAL SCHOOL AT BELGRADE (VIŠA PEDAGOŠKA ŠKOLA U BEOGRADU)

These two institutions were founded in 1919 to educate Croatian and Serbian teachers, respectively. By their statutes of August 11, 1936, they are to educate teachers for (a) civic schools, (b) schools for defectives, and (c) inspectors of elementary schools. Each is organized in three departments corresponding to these three purposes.

(a) The department for civic school teachers offers six options: (1) National subjects; (2) foreign languages; (3) natural history; (4) mathematics-physics; (5) technical science; and (6) applied science.

(b) The department for teachers of defective children has three options: (1) Mental defectives; (2) blind; (3) deaf and dumb.

(c) The department for inspectors of elementary schools has but one curriculum.

Admission to (a) and (b) is open by competition to teachers who hold a certificate of having passed the teachers' practical

examination (praktični učiteljski ispit), and have had at least 3 years of experience as a full status teacher. Admission to (c) calls for 10 years of teaching experience and a competitive entrance examination.

All the curricula are 4 semesters in duration. The programs of the various options as prescribed by Ministerial Decree of November 30, 1936, are given in the three following tables:

TABLE 25.—*Department for educating civic school teachers (Odsjek za spremanje nastavnika gradjanskih škola)*

Required subjects	Hours a week by semesters				
	I	II	III	IV	Total
1	2	3	4	5	6
<i>Courses common to all options</i>					
Pedagogics with seminar.....	4	4			8
Methodology and teaching practice.....	2	2	2	2	8
General experimental psychology with exercises.....	2	2			4
Educational psychology.....			2	2	4
Sociology.....	2	2			4
School legislation and administration of civic schools.....	1	1			2
French or German.....	2	2	2	2	8
Total.....	13	13	6	6	38
<i>1. National subjects (Nacionalni predmeti)</i>					
National language with seminar.....	4	4	4	4	16
National literature with seminar.....	4	4	4	4	16
National and general history.....	4	4	4	4	16
Geography with seminar.....	4	4	4	4	16
Total.....	16	16	16	16	64
<i>2. Foreign languages</i>					
French or German language.....	4	4	4	4	16
Conversation and exercises in French or German language.....	6	6	6	6	24
National language with seminar.....	4	4	4	4	16
National literature with seminar.....	4	4	4	4	16
Total.....	18	18	18	18	72
<i>3. Natural history</i>					
Zoology with laboratory.....	4	4	5	5	18
Botany with laboratory.....	4	4	4	4	16
Mineralogy and petrography with geology and laboratory.....	3	3	3	3	12
Chemistry with technology.....	2	2	3	3	10
Chemical laboratory.....	2	2	3	3	10
Geography with seminar.....	4	4	4	4	16
Total.....	19	19	22	22	82
<i>4. Mathematics-physics</i>					
Arithmetic and algebra with exercises.....	6	6	6	6	24
Geometry with exercises.....	4	4	4	4	16
Physics.....	4	4	4	4	16
Physics, laboratory.....	2	2	3	3	10
Total.....	16	16	17	17	66

TABLE 25.—*Department for educating civic school teachers (Otkaz za spremanje nastavnika građanskih škola)*—Continued

Required subjects	Hours a week by semesters				
	I	II	III	IV	Total
1	2	3	4	5	6
<i>5. Technical science</i>					
Freehand drawing.....	4	4	4	4	16
Ornamental drawing.....	2	2	3	3	10
Modeling.....	2	2	3	3	10
Lettering.....			1	1	2
History of arts.....			2	2	4
Descriptive geometry.....	2	2	2	2	8
Geometric drawing.....	2	2			4
Technical drawing.....			2	2	4
Applied mathematics.....	3	3	3	3	12
Manual work.....	2	2	3	3	10
Total.....	17	17	23	23	80
<i>6. Applied science</i>					
Farming.....	1	1	3	3	8
Viticulture, pomology and horticulture.....	2	2			4
Husbandry.....			2	2	4
Apiculture and sericulture.....	2	2			4
Forestry.....			2	2	4
Trade and economy.....	2	2			4
Industry and trade technology.....			3	3	6
Chemistry.....	2	2	3	3	10
Chemical laboratory.....	2	2	3	3	10
Commercial arithmetic.....	2	2			4
Bookkeeping and correspondence.....			2	2	4
Geography with seminar.....	4	4	4	4	16
Stenography and typewriting.....	1	1	2	2	6
Total.....	18	18	24	24	84

TABLE 26.—*Department for educating teachers of defectives (Odsjek za spremanje nastavnika škola za defektnu decu)*

Subjects	Hours a week by semesters				
	I	II	III	IV	Total
	2	3	4	5	6
1. For mentally defective (Za zaostalu decu)					
Pedagogics with pedometry	4	4			8
Experimental psychology	3	3	2	2	10
Psychophysiology of the speech, including phonetics	2	2			4
Anatomy and physiology, including biology of exceptional children	3	3			6
Psychopathology			2	2	4
Logopedics	2	2			4
History of education of exceptional children	2	2			4
Pedagogy of treatment applied to exceptional children			3	3	6
Education psychology applied to exceptional children			2	2	4
Methods of teaching exceptional children			4	4	8
Teaching practice			4	4	8
Manual work	3	3	3	3	12
Organization of Yugoslav State	2	2			4
School legislation and administration of primary and advanced elementary schools	2	2			4
German or French language	2	2	2	2	8
Total	25	25	22	22	94
2. For the blind					
Pedagogics with pedometry	4	4			8
Experimental psychology	3	3	2	2	10
Anatomy, physiology, and pathology of the eye	2	2			4
Psychopathology			2	2	4
History of education of the blind	2	2			4
Methods of teaching the blind			4	4	8
Pedagogics of treatment applied to the blind			2	2	4
Education psychology of the blind			2	2	4
Teaching practice			4	4	8
Manual work	3	3	3	3	12
Modelling	4	4	4	4	16
Singing	2	2	2	2	8
Organization of Yugoslav State	2	2			4
School legislation and administration of elementary schools	2	2			4
German or French language	2	2	2	2	8
Total	26	26	27	27	106
3. For the deaf and dumb					
Pedagogics with pedometry	4	4			8
Experimental psychology	3	3	2	2	10
Psychophysiology and pathology of the speech	2	2			4
Logopedics	2	2			4
Experimental phonetics	1	1	1	1	4
Anatomy, physiology, and pathology of ear, throat, and nervous system	2	2			4
Psychopathology			2	2	4
History of education of the deaf and dumb	2	2			4
Pedagogics of treatment applied to the deaf and dumb			2	2	4
Methods of teaching the deaf and dumb			4	4	8
Education psychology of the deaf and dumb			2	2	4
Teaching practice			4	4	8
Manual work	3	3	3	3	12
Modelling	4	4	4	4	16
Freehand drawing	2	2	2	2	8
Organization of Yugoslav State	2	2			4
School legislation and administration of elementary schools			2	2	4
Total	27	27	28	28	110

TABLE 27.—*Department for educating inspectors of elementary schools (Odsjek za spremanje školskih nadzornika narodnih škola)*

Subjects	Hours a week by semesters				
	I	II	III	IV	Total
1	2	3	4	5	6
Pedagogics with seminar	4	4			8
Contemporary pedagogical problems and aims			2	2	4
History of elementary schools in Yugoslavia and abroad			2	2	4
Methods of teaching in elementary schools	4	4			8
Teaching practice in elementary schools			4	4	8
Experimental psychology with laboratory	3	3	2	2	10
Child psychology			3	3	6
Logic	1	1			2
Ethics			1	1	2
School hygiene			2	2	4
Manual work	2	2			4
Ethnology and Yugoslav folklore			2	2	4
Basic subjects of instruction	14	14			28
Organization of the Yugoslav state			2	2	4
School legislation and administration of elementary schools			5	5	10
German or French language	2	2	2	2	8
Total	30	30	27	27	114

Graduation and certification.—Examinations in all the subjects studied are given at the close of each semester. On completion of the entire curriculum the graduation or the diploma examination is conducted by an education commission especially appointed for each department. It is in three parts: Practical tests in teaching; written class composition in a major; and an oral examination in all the subjects of the option.

Successful candidates are granted the diploma of having passed the diploma examination of the higher pedagogical school (Diploma o položenom diplomskom ispitu u višoj pedagoškoj školi) and are eligible for permanent appointment as a full status teacher or inspector according to the line of studies pursued. This diploma examination has the same value as the national professional examination for teachers in similar schools.

Academic year.—The semesters are from October 1 to February 28, and March 1 to June 30.

FINE ARTS AND MUSIC

The *National Academy of Fine Arts at Zagreb* (Državna Umetnička Akademija u Zagrebu) is coeducational, uses Croatian as the language medium, trains workers in the creative

arts, and prepares teachers of drawing for secondary schools. It has four schools: Painting (Slikarska škola); sculpture (kiparska škola); architecture (škola za arhitektura); and the school for teachers of drawing. The regular curriculum in each is 8 semesters in duration and leads to a diploma. Graduates of secondary schools are admitted if they pass an entrance examination in the special fields in which they wish to study.

The *National Academy of Fine Arts at Belgrade* (*Državna Umetnička Akademija u Beogradu*), with Serbian as the language of instruction, was founded by Law of March 31, 1937, and opened for students for 1937-38. It is organized in a department of pure fine arts (Odeljenje za čistu umetnost) and a department for preparing teachers (odeljenje za nastavnike). The former has three sections: Painting (Osek za slikarstvo); sculpture (otsek za vajarstvo); and graphic arts (otsek za umetničku grafiku), each with a curriculum 6 years in duration with the first 4 years devoted to a general course, and the last 2, to highly specialized individual instruction. Graduates of a secondary school of fine arts are admitted by examination.

The second department prepares teachers of drawing and sculpture (nastavnike crtanja i vajanja) through a 5-year curriculum open regularly to graduates of a secondary school of general education or of a normal school, and exceptionally to graduates of secondary schools of fine arts whose previous education was equal to the completion of at least the 4 junior years of a general secondary school.

Success in any curriculum of the Academy and the final examination earns a diploma.

The *National Academy of Music at Zagreb* (*Državna Muzička Akademija u Zagrebu*) was founded in 1829 by the Music Association of Zagreb and maintained by it as a private institution. In 1923 it came under the control of the Ministry of Education as a public school. Though it ranks as a higher institution, some of its work is on secondary and even elementary levels. The language of instruction is Croatian. It has four schools. The first of these is a preparatory course (pripravni tečaj) of 1 year in the theory of music that requires for admission the completion of at least 4 years in a primary school. Second in the scale is the

lower school (niža škola) that offers 3-year curricula in the piano, orchestral instruments, and solo-singing. The students that take these courses are usually at the same time attending elementary or secondary schools. The third or secondary school (srednja škola) offers 6-year curricula in various options and accepts young people that have had about 8 years of previous schooling.

The higher school (visoka škola) gives instruction of university grade through 4-year curricula, except in composition where it is 5, and admits by examination graduates of secondary schools of either music or general education, and of normal schools. It has departments of piano, violin, violoncello, vocal music, composition, orchestra conducting, and pedagogy. The credential granted is a diploma and, if from the pedagogical department, entitles the holder to teach music in secondary and normal schools, including lower and secondary schools of music.

The *National Academy of Music at Belgrade* (Držarna Muzička Akademija u Beogradu) also was established by Law of March 31, 1937, and opened with Serbian as the language medium, for 1937-38. It confines itself to instruction of university grade and depends for the lower courses on the Secondary School of Music (see p. 73) established by the same law and annexed to it. The Academy is beginning its work with an arrangement of eight sections: Composition and orchestra conducting (Otsek za kompoziciju i dirigovanje); solo-singing (solo-pevanje); piano (klavir); violoncello (violončelo); violin (violina); organ (orgulje); theatrical arts (pozorišna umetnost); and teachers of music (nastavnike muzike). The curricula are regularly 4 years in length, excepting the first which is 5.

Applicants for admission to the last two departments must pass an entrance examination and must also be graduates of a secondary school of general education, or show equivalent training. Graduates of secondary schools of music are admitted to the first six departments according to the majors in their fields of study. The diplomas carry the same privileges as those of the Academy at Zagreb.

The *National Conservatory of Music at Ljubljana* (Državni Konservatorijum v Ljubljani) was opened as a music school in 1882 by the Ljubljana Philharmonic Society and in 1919

changed its name to the Yugoslav Conservatory of Music. It was given the name at the head of this paragraph when it became a public institution in 1926. Slovenian is the language medium. Like the National Academy at Zagreb, it does much work of elementary and secondary grade. The Conservatory admits by examination graduates of the junior secondary course, and offers them curricula of varying length leading to a certificate. The lower school (*niža škola*) has 4-year curricula in piano, violin, violoncello, and theoretical musical subjects. The secondary school of the conservatory (*srednja škola konservatorija*) has options in solo singing, piano, organ, composition, wind and percussion instruments, and the basic subjects of training, including the Serbo-Croatian, French, and Italian languages. Students are classified by their musical ability.

The higher school of the conservatory (*visoka škola konservatorija*) has the same options as the secondary school but the instruction is on much more advanced levels. It has also a pedagogical curriculum of eight semesters to prepare teachers of vocal and instrumental music for secondary and vocational schools. Admission to this calls for the certificate of maturity from a secondary or a normal school, proof of preparatory training in music, and success in an entrance examination in harmony, counterpoint, history of music, and piano or violin. The final credential granted is a diploma that confers the right to teach music in secondary and vocational schools.

Finally, there is the opera school (*operska škola*) which trains professional staffs for the operas.

SCHOOLS FOR NATIONAL DEFENSE

The Ministry of War and Navy (*Ministarstvo Vojske i Mornarice*) controls a number of schools, mostly internats, to train officers. At least four of them may be classed as higher institutions. They are the War Academy and the Academy of Intendance at Belgrade; Naval War Academy at Dubrovnik; and Higher School of Aeronautics.

War Academy at Belgrade (*Vojna Akademija u Beogradu*) is organized in a lower and a higher school. The lower school (*niža škola*) is of secondary rank with some work on junior

college levels and prepares officers of infantry, cavalry, artillery, and engineering. Candidates for admission must have completed at least the sixth year of an 8-year general secondary school, and must pass an entrance examination. Graduates of secondary schools are admitted without further examination. Instruction begins with a 2-year general course (opšti kurs) which is practically the same for all the students, and emphasizes mathematics, physics, chemistry, foreign languages, and military sciences. Each year is 9 months of theory when the students are held to 42 hours of work a week, and 2½ months of practical training. Then follows a 1-year professional course in which the student may select one of four options: Infantry (Stručni pešadiski kurs); artillery (stručni artileriski); cavalry (stručni konjički); and engineering (stručni inžinjerski). In this year, 8 months are theoretical and 4 months, practical. Success in the 3 years means promotion to the rank of sub-lieutenant (čin potporučnika).

The higher school (viša škola) trains men for the high command by selecting officers with at least 5 years of military service, graduates of the lower school, and giving them highly specialized instruction in military sciences.

The *Academy of Intendance at Belgrade* (Intendantska Akademija u Beogradu) is similar to the War Academy in organization, purpose, and length of curricula. Its lower school is also of secondary rank with some studies on junior college levels, but it selects its students from those who have completed at least the sixth year of a general secondary school by giving them oral and written examinations in mathematics, natural history, Serbo-Croatian, and either French or German. The 3-year curriculum includes:

Army organization, war administration, science of rations, science of clothing, accountancy and bookkeeping, chemical technology, war service and supply of provisions, elements of strategy, Yugoslav war history, economic geography, techniques of trade, commerce, jurisprudence, communication service, foreign languages, topography with drawing, military drill, hygiene, gymnastics, and vocal and instrumental music.

Success in it earns promotion to the rank of sub-lieutenant of intendance.

The higher school gives instruction in the technical, economic, and juridical sciences as applied to army and navy

service, to officers of the army and navy with at least 5 years of military service who pass a competitive entrance examination.

The *Naval War Academy at Dubrovnik* (*Pomorska Vojna Akademija u Dubrovniku*) is, as its name implies, to train naval officers. The instruction is on university levels and to it are admitted graduates of the senior course of a general secondary school who pass a competitive entrance examination in mathematics, geometry, physics with mechanics, chemistry, geography, and a foreign language. Each year of the 3-year curriculum is 9 months of theory and 2 of practice. Success in it brings the rank of lieutenant.

The *Higher School of Aeronautics* (*Viša Vazduhoplovna Škola*) trains officers in aeronautics for the high command, and teachers for special schools of aeronautics.

Other schools.—These include schools for officers (*oficerske škole*), the army and navy (*vojne i mornaričke škole*), reserve army officers and professional staff (*škole za rezervne oficere rodova vojske i struka*), and a series of schools for noncommissioned officers (*podoficerske škole*). This series is discussed in the chapter on secondary education. (See p. 60.)

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CHAPTER VII: GENERAL CULTURAL AND WELFARE AGENCIES

In this category are included adult education; physical training, social and medical care; and other cultural and scientific institutions such as academies of science and art, libraries, museums, etc. The first two are closely connected with if not integral parts of the education system.

ADULT EDUCATION

The Department of National Culture, a new department, was organized in the Ministry of Education in 1937. It supervises adult education, assists private associations in organizing lectures and courses, opens village libraries, and generally directs and aids a wide range of activities looking toward the elimination of illiteracy and the upbuilding of spiritual and cultural strength of the people.

Special courses are held for adults in districts where education was previously neglected and soldiers from those areas are taught in special schools during their term of military service. Courses in domestic science for girls and women are conducted under the auspices of the Women's National Organizations in all villages. In 1936-37 the Ministry held 600 special schools and courses for adults in which 29,507 were taught to read and write, and civic organizations had 36 schools and taught 1,057 persons.

People's universities maintained by endowment funds under the control of the Ministry have been established at Zagreb, Belgrade, Osijek, Vukovar, Dubrovnik, Skoplje, Bitolj, Smederevo, Valjevo, and Subotica. One of the most important of these is the Kolarchev People's University at Belgrade¹ (Kolarčev Narodni Univerzitet u Beogradu) founded in 1878 by a Serbian patriot Ilija M. Kolarac who endowed it with a large sum of money. By its latest statutes, January 11, 1933, it offers series of courses in natural science, agriculture, law with sociology, philology, history, and philosophy. Any person of mature age may be admitted

¹ Illustration of the Kolarchev People's University of Belgrade is on cover page of this bulletin.

to any course for which he has adequate preparation. Courses are usually four semesters in duration. In 1935-36 the University had 9,247 students.

Among the private organizations that are helping to spread general and vocational education by setting up special schools and courses in farming, hygiene, home economics, trade, and commerce; providing books and periodicals; and organizing public lectures, circulating libraries, and reading rooms, are the following:

<i>Name of organization</i>	<i>Date of founding</i>	<i>Central office</i>
Mohorjeva družba	1850	Celje.
Prosvetna zveza		Ljubljana.
Zveza kulturnih društava		Ljubljana.
Prosvetna zadruga		Vrela.
Beogradska Trgovinska Omladina	1880	Belgrade.
Privrednik	1897	Zagreb.
Radnička zadruga	1929	Belgrade.
Prosvjeta		Sarajevo.

The Yugoslav Moslems have their own organizations, the most important of which is the *Gajret*, an educational and philanthropic association that enrolls more than 27,000 members. It maintains 9 student houses for more than 600 secondary school students of both sexes, and about 200 craft apprentices. It gives scholarships to Moslem students either in Yugoslav schools or Moslem universities abroad. The *Gajret* also provides courses for illiterates and maintains craft workshops for Moslem women where they can learn and work on weaving, carpet-making, and embroidery. Its branch at Belgrade maintains a student house in which about 200 Moslem students live and attend the University of Belgrade.

PHYSICAL TRAINING, SOCIAL AND MEDICAL CARE

Sokols.—The word "sokol" means falcon and is symbolic of speed, grace, and bravery. The Yugoslavian sokols are patriotic physical culture organizations for improving and developing the physical health and general well-being of the communities in which they are located. They use the system of physical exercise worked out by Dr. Miroslav Tirš and Jindrich Fügner, the founders of the sokol movement,

inaugurated in 1862 at Prague, Czechoslovakia. The history of its extension to Yugoslavia is interesting.

In Serbia a gymnastic organization was founded in 1857 under the name of "sokol." It met with considerable success and others sprang up. All were organized in 1909 in a Union of Serbian Sokols with the name of "Dušan Silni." Dušan Silni, or Dushan the Mighty, was a great medieval Serbian emperor. By 1912 the Union had 122 societies with 7,940 members. Among the Slovenes, the first organization was the "Južni Sokol" founded in 1862 at Ljubljana. Its program was at first approved by the Austro-Hungarian Government but in 1867 the Južni sokol was forced to disband. Nevertheless the movement soon started again and spread rapidly and by 1913 Slovenia had 115 sokol organizations with 7,650 members. Stirred by the Slovenian example, a Croatian "Južni Sokol" opened in 1866. Success in Croatia was extraordinary. When the World War began, there were 172 organizations with 15,000 members.

After the war, sokol organizations were still popular and by Law of December 5, 1929, all of them were united in the Union of Sokols of the Kingdom of Yugoslavia (Savez Sokola Kraljevine Jugoslavije), a national organization supported by the government and under the auspices of the Ministry of Physical Culture of the People (Ministarstvo Fizičkog Vaspitanja Naroda).

They are fully as important socially as they are in physical welfare. Democratic principles of justice, discipline, and patriotism animate them. Each member wears a badge and they greet each other as brother (brate) or sister (sestro). The regular salutation is "Zdravo" which means "Be healthy." The activities are generally held in the open air but every town and almost every village has its sokol home (Sokolski Dom) where concerts, lectures, dances, and other forms of recreation are provided on Sundays and holidays. The traditional spirit of the nation is kept alive by folk-songs and folk-dances. Educational courses are held throughout the country. Libraries and reading rooms have been established wherever there is a sokol branch and in many places theaters and music associations have been founded. The sokol purpose is to "develop men spiritually, mentally, and physically and to make them more progres-

sive, stronger, and better." It must be understood that the activities are not confined to men and boys; they include women and children. By 1935 there were 940 sokol clubs and 1,585 sokol companies, a total of 2,525 units with 417,725 members.

Partly through the sokols, the Ministry of Physical Culture carries on a form of compulsory physical training for all male citizens from 11 to 20 years of age in Sunday schools provided for the purpose and taught by certified instructors of physical education. The youth are divided into three groups 11 to 14 years of age; 15 to 17; and 18 to 20. The 1½ hours of instruction every Sunday is arranged so that 50 percent of the time is given to gymnastics, 10 to orientation and explanation of maps, 10 to open games, 10 to moral and civic education, 5 to national history and geography, and 15 to general and personal hygiene.

Physical education in the schools.—Physical education was introduced in the schools of Serbia, Croatia, and Slovenia in the eighteenth century and the children were given the opportunity to have systematic physical training and to develop their athletic inclinations. Since the establishment of the Kingdom, physical training has been considered compulsory for both boys and girls in all types of public and private schools. This situation was further emphasized by Law of March 26, 1935, which made it compulsory both within and, as noted above, without the schools. Exemption can be had only on the advice of a medical examination commission. In the school curricula 2 hours a week are usually given to it and the classes are held in the open unless the weather forbids.

Intercollegiate sports are not carried on in Yugoslavia to anything like the extent they are in the United States. The universities neither encourage nor discourage them. If they exist at all, the students only are responsible for them.

Health supervision.—Protection of the child begins before its birth. Hygienic assistance is offered in special hygienic institutions for pregnant women, and the maternity service insures medical care and aid at the confinement. Children that must have foster mothers until the mothers' health is reestablished are kept in special children's colonies from 1½ to 2 years. These colonies began to develop in 1929. They

are maintained by the nation and are under strict control of the medical authorities. Orphans under school age are also entrusted to special homes or colonies. For children of school age there are about 100 school clinics, and a large number of summer homes and children's sanatoria subsidized by the National Government but privately administered. Infant homes are in all the large centers of the different districts to care for children before and after school. School kitchens aided by national funds help provide food for children of needy parents.

Special homes for university students as well as for students in various secondary and special schools have been established. They are supervised by the education authorities, subsidized from national funds, and offer free board and room to a large number of needy students. The National Government also provides school children with free excursions during the summer so that they may see their native land.

The Ministry of Education is responsible for health supervision in all infant, elementary, and secondary schools. In the last few years the health program of the schools has been considerably stressed. School plants undergo regular medical inspection. All entrants to schools are given a compulsory medical examination. Moreover, twice a year every student is examined, including anthropometric measurements, and the results are entered in his record. The school physician not only serves at the school itself but is required to visit ill students at their homes. Regular dental treatment is given in the schools or special school polyclinics.

Every student has a health card (*Lični opisni list*), in which are entered the date and place of his birth; his general physical development; the history of any illness he may have had; the condition of his sensory, nervous, digestive, and other organs at the time of each examination. This card is kept year by year and goes with the pupil from school to school in case he changes from one to another.

Hygienic institutes.—It has been noted that the Ministries of Physical Culture and Education have much to do with the physical condition of the people. There is a third, the Ministry of Social Welfare and Public Health (*Ministarstvo socijalne politike i narodnog zdravlja*) which has organized hygienic institutes (*higijenski zavodi*) in each *banovina* and

the city of Belgrade. Their work is to further the practical application of science of public health, direct the prevention of contagious diseases, support health authorities, and cooperate in training public health officers. Much research and experimentation has been assumed by the institutes. To train more efficient public health officers, the institutes select typical villages where problems of public health are studied directly in the field. Their laboratory service includes bacteriological-epidemiological, chemical-analytical, parasitological, and serological analyses.

They maintain also sanatoria for tubercular children, school polyclinics, and special schools for rural women. The latter offer usually 3-month curricula and stress general and personal hygiene, first aid, care of pregnancy, elements of nursing, and like matters.

OTHER CULTURAL AND SCIENTIFIC INSTITUTIONS

These include academies of science and arts, libraries, museums, theaters, and archives. No attempt is made to list and tell of all of them. A few are described as typical of the provision of the Yugoslav people to preserve and promote their culture and do their part in the general advancement of mankind.

Academies of science and arts.—The Serbian Royal Academy at Belgrade (Srpska Kraljevska Akademija u Beogradu), founded November 1, 1886, aims to perfect and further science, establish and maintain a sound basis for scientific judgment, and make scientific research of nature, populations, and monuments. It is divided into 4 sections: National sciences, philosophy, social sciences, and fine arts. It has 34 active and 68 corresponding members, and publishes a series of scientific periodicals.

Yugoslav Academy of Science and Arts at Zagreb (Jugoslavenska Akademija Znanosti i Umjetnosti u Zagrebu) was founded March 4, 1866, by Bishop Yosip Yurije Strossmajer. It aims to make independent research and develop science and arts in every way, but especially with regard to the South Slavonic people. Its 4 departments are history and philology, philosophy and law, mathematics and natural history, and arts. Its membership is composed of 32 active

members; 12 extraordinarily active; 16 honorary; and an unlimited number of correspondents. The Academy issues a series of publications and controls the following listed institutions: The Strossmayer Picture Gallery, Library, and Archive, all at Zagreb.

Libraries.—Besides the university libraries mentioned on page 111, there is the National Library at Belgrade, founded in 1832. Law of January 23, 1901, sets for it the ambitious program of having at hand every Serbian and Croatian book, magazine, and newspaper; all books, regardless of the language in which they are written, relating to the Serbian nation and Serbian countries; all books on the literature, history, language, law, geography, etc., of the people of Yugoslavia; all important books on the neighbor nations; and the most widely accepted books in every branch of world literature, especially Slavonic literature.

Museums.—Among the most interesting and valuable of these is the new Museum of Prince Paul, at Belgrade. It was opened in January 1936 and contains many treasures of contemporary art collected by the Prince Regent himself, a gallery of Yugoslav painters of all epochs, and remarkable archaeological exhibits discovered during recent excavations in Yugoslavia.

The Croatian National Museum at Zagreb (Hrvatski Narodni Muzej u Zagrebu), founded in 1846, is the wealthiest such institution in the country. Its seven departments are prehistory, archaeological-historical, ethnographic, pure and applied arts, zoology, geology-paleontology, and mineralogy-petrography.

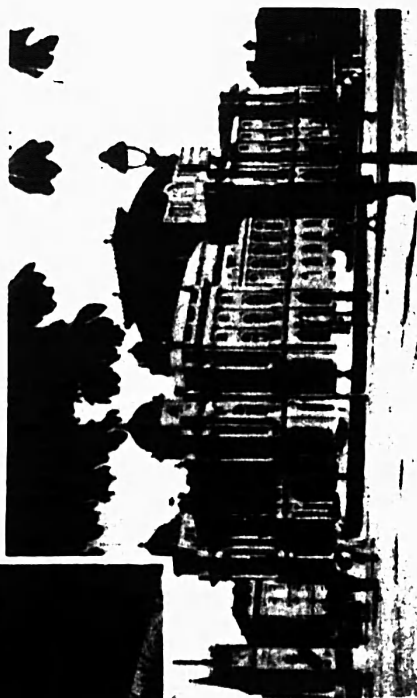
The Royal Serbian National Museum (Kraljevski Srpski Narodni Muzej) at Belgrade dates from 1842. It was then a branch of the Ministry of Education, and later of the Public Library. Since 1881 it has been an independent institution. Its sections are lapidary, prehistoric, Roman, numismatics and historical collections, gallery of weapons, and gallery of modern Yugoslavian art.

Theaters.—All national theaters are fully maintained by national funds. The professional and administrative personnel is on civil-service status. Free tickets are distributed regularly to school children and their parents. The three national theaters are at Belgrade, founded in 1869, Zagreb

MUSEUM OF PRINCE PAUL
AT BELGRADE.



NATIONAL THEATER AT ZAGREB.



(1861), and Ljubljana (1918). All present drama, opera, and ballet.

Seminal theaters are at Osijek, Sarajevo, Split, Skoplje, and Mirabor; banovinal theaters at Cetinje, Banja-Luka, Niš, and Novi Sad. They present only drama.

Archives.—The oldest and largest national archives are at Dubrovnik. They contain the archives of the Republic of Dubrovnik, formerly Ragusa (R. Archivum Ragusinum), in which there are many public decrees, reports and letters, all very important material in the political and cultural history of the Balkan States and their peoples.

The National Archives at Zagreb date from the seventeenth century but contain many valuable documents from the Middle Ages.

The National Archives at Belgrade were begun in December 1898. Their purpose is to collect, keep, and classify all documents of general importance and historical value. They include an important private collection for the period from 1815 to 1870, inclusive. The four sections are political, historical, administrative, and legal juridical.

Other national archives are at Ljubljana, Novi Sad, Skoplje, and Sarajevo.

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APPENDIX

ORGANIZATION OF THE MINISTRY OF EDUCATION

[This is the statement mentioned in footnote 2 on p. 9]

The present organization of the Ministry is based on the law of March 31, 1937. It is divided into five departments (odeljenja)¹ and each department is in turn made up of several sections (otseci). The departments, with their respective duties are:

I. *General department (Opšte odeljenje)* with the following nine sections:

(1) Administrative (Administrativni otsek) has charge of the entire Ministry, including personnel of the provincial school boards, printing office, promotions and retirements of teaching personnel, school legislation, official publication "Prosvetni Glasnik," library of the Ministry, educational finance, preparation of the education budget, and disciplinary affairs.

(2) Institutions of higher education and scientific institutes (Otsek za visoke škole i naučne ustanove) has charge of all universities, special schools of higher education, research institutes, museums, national archives, public libraries. It prescribes the statutes and curricula for higher education, requirements for degrees and diplomas, and nostrification of diplomas and degrees granted abroad.

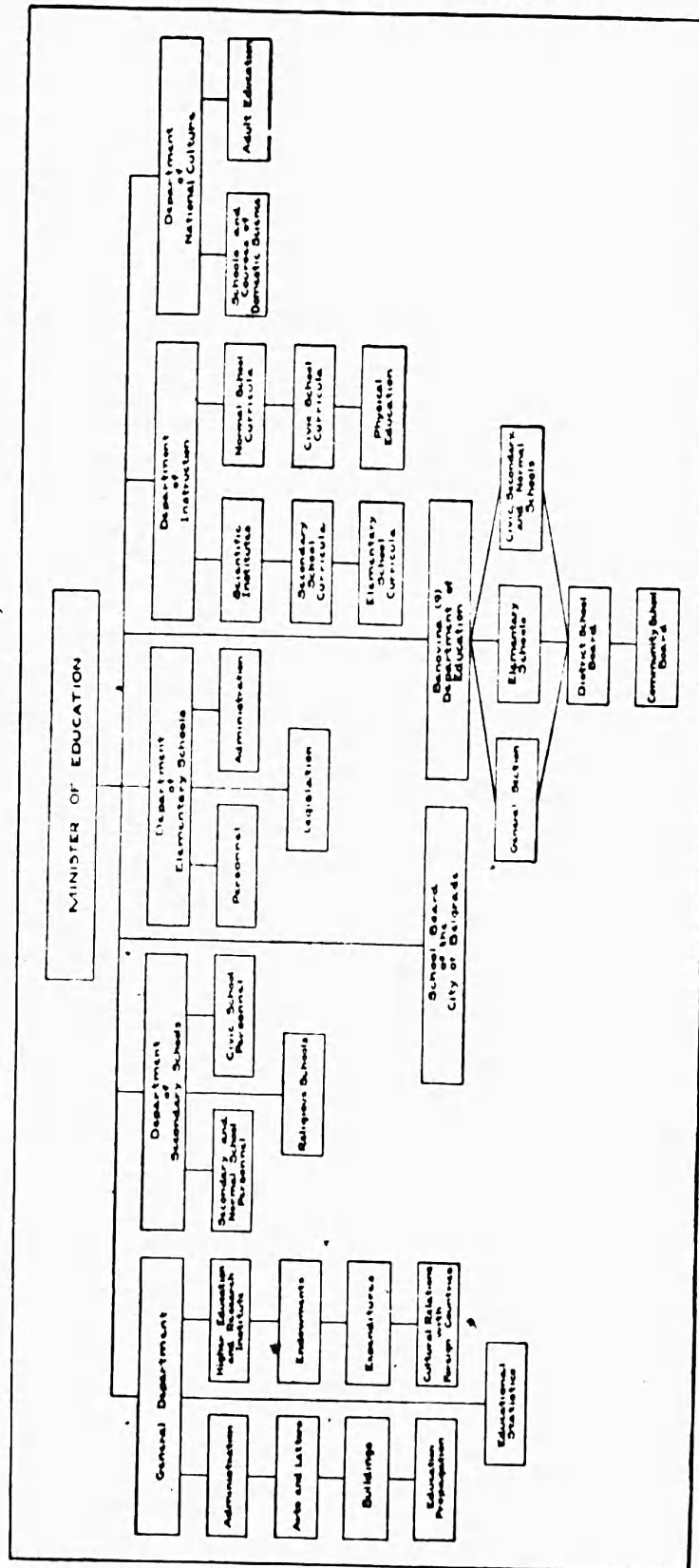
(3) Arts and Letters (Otsek za umetnost i književnost) has charge of personnel of the national theaters, schools and academies of arts, and other institutions of arts. It supervises and controls film production and programs of broadcasting affairs and literary and artistic contests, including conservation of national music.

(4) Endowments (Zadužbinski otsek) has charge of all the school endowment, audits balance sheets and reports of every endowment and deals with questions of security in connection with the management of endowments.

(5) Technical (Technički otsek) supervises and directs the erection of new school buildings and prepares projects for new buildings.

(6) Auditing and economic section (Računsko-ekonomski otsek) superintends the budget of the Ministry of Education, approves special expenditures for educational affairs, and has charge of the household of the Ministry.

¹ Prior to March 31, 1937, the Ministry of Education was organized into three departments: General, secondary education, and elementary education.



PLAN OF ADMINISTRATION AND SUPERVISION OF EDUCATIONAL AFFAIRS IN YUGOSLAVIA

(7) Cultural relations with foreign countries (Otsek za kulturne veze s inostranstvom) devotes attention to enhancing its influence and prestige abroad by means of cultural information. It has charge of professors' and students' exchange with foreign countries, representation at the international education congresses, etc.

(8) Education propagation (Otsek za prosvetnu propagandu) has charge of informing the nation about education by means of publishing articles in daily papers and editing special publications on education matters. The section superintends also meetings of parents in schools and outside the schools in order to submit the first-hand data on education affairs.

(9) Education statistics (Otsek za prosvetnu statistiku) has charge of school statistics and publishes annually a survey named "Statistika Skola pod Ministarstvom Prosvete."

II. *Department of Secondary Schools (Odeljenje za srednje škole)* is organized into three sections:

(1) Personnel of the secondary and normal schools (Personalni otsek za srednje i učiteljske škole) has charge of teachers' appointments, retirements, promotions and disciplinary affairs, inspection and supervision of schools, preparation of the budgetary projects for secondary and normal education.

(2) Personnel of civic schools (Personalni otsek za građanske škole) has practically the same duties as indicated above.

(3) Religions section (Verski otsek) has charge of instructors in religion in elementary, civic, secondary, and normal schools, and all Islamic schools, including the Higher Islamic School of Jurisprudence and Theology; superintends Christian theological schools; approves their curricula.

III. *Department of Elementary Schools (Odeljenje za narodne škole)* has three sections:

(1) Personnel section (Personalni otsek) has charge of provincial school superintendents and teaching personnel in elementary schools, including their appointments, retirements, promotions, etc. The section superintends also schools for minorities and defective children.

(2) Administrative section (Administrativni otsek) superintends the district school superintendents and the principals of elementary schools as far as law and ministerial decrees are concerned; approves the community budgets; directs free meals for poor students.

(3) Legal section (Pravni otsek) has charge of disciplinary regulations relating to compulsory education; determines the legal requirements for school superintendents and teaching personnel in elementary schools and their disciplinary duties.

IV. *Department of Instruction (Odeljenje za nastavu)* has six sections:

(1) Scientific institutes section (Otsek za naučne ustanove) has charge of university research work and publications relating to uni-

versity curricula; publications of the Academy of Science and other scientific institutions, museums, archives; conservation of historic monuments, etc.

(2) Normal school instruction section (Otsek za nastavu u učiteljskim školama) prescribes and regulates curricula for normal education; has administrative and instructive charge of all normal schools; organizes special courses for teachers; approves the textbooks for normal schools; controls and directs the final or maturity examinations.

(3) Secondary school instruction section (Otsek za nastavu u srednjim školama) has practically the same duties as described above, except that they apply to secondary schools.

(4) Civic school instruction section (Otsek za nastavu u građanskim školama) has the same duties as described above with the exception of the maturity examination which is given in secondary and normal schools only.

(5) Elementary school instruction (Otsek za nastavu u narodnim školama) prescribes and supervises curricula and outlines of study in elementary schools; regulates the requirements for elementary, infant and schools for abnormal children; superintends instructively all the private and public schools of preschool and elementary education; approves textbooks; organizes special courses for elementary teachers to improve their qualifications; supervises the organization of new infant and elementary schools; and has charge of medical and sanitary inspection of all institutions of preschool and elementary education.

(6) Physical education section (Otsek za telesno vaspitanje) organizes and supervises physical education in elementary, civic, normal, and secondary schools and in other institutions under the Ministry of Education; the subject matter is usually outlined by the Ministry of Social Welfare and Public Health.

V. *Department of National Culture (Odeljanje za narodno prosvetivanje)* has two sections:

(1) Housekeeping schools and courses section (Otsek za domaćičke škole i tečajeve) has charge of those schools, prescribes their outlines of study; prepares projects of their budget; and superintends the training of their teaching personnel.

(2) Section of people's education outside the school (Otsek za prosvetivanje naroda van škole) organizes courses for the illiterates; organizes popular lectures; supervises peoples' universities; issues special publications in order to spread popular education within the kingdom; organizes special broadcasting programs and popular theaters; collects data on illiteracy; and, in general, has charge of all adult education.

The chiefs of the departments (načelnici) are appointed by the King and are responsible to the Minister. The section chief (šef) is appointed by the Minister on recommendation of the chief of the respective department.

The executive officer of the Ministry is the Minister of Education (Ministar Prosvete). He is selected by the Prime Minister, of whom he is invariably a political supporter, and appointed by the King, and is a member of the Cabinet in power. The Minister is assisted by an Assistant Minister of Education (Pomoćnik Ministra Prosvete) and by his Office known as "Kabinet Ministra prosvete." The latter has charge of special appointments for the Minister, handles his official correspondence and all the complaints addressed to the Minister.

Chief Council on Education.—There is in the Ministry a Chief Council on Education (Glavni prosvetni savet) which is an advisory body. Its aim is to advise on all questions affecting any reform in education; to prepare projects for school legislation, statutes, and curricula; to supervise school textbooks and books for libraries; and, in general, to advise on all literary and artistic works for use in education or deserving State help. The Council consists of a chairman, assistant chairman, and 35 members, all of whom are appointed for 3 years by the King on recommendation of the Ministry of Education. The membership of the council is made up of specialists in all phases of education. The Assistant Minister of Education and the chiefs of all five departments of the Ministry are members ex officio. Moreover, there are representatives from the Ministry of Agriculture and the Ministry of Commerce and Industry, one from each, as consultants on agricultural, and technical and commercial education, respectively. The regular meeting (stalno veće), consisting of the chairman, his assistant, and 15 members, is held usually once a month or more often, depending on the matter in hand. The plenary meeting (plenarno veće), for which the presence of all members is required, is held at least twice a year. The Council is authorized to invite some experts on education as special members to any of its meetings, as the need arises.

Inspection of schools.—The inspection of all public and private schools of primary and elementary general instruction is united in a corps of ministerial inspectors, and provincial and district school superintendents (barski i sreski školski nadzornici). Each institution must be visited at least once a year by an inspector who has authority to

inquire very thoroughly into its organization, discipline, strength of teaching staff, methods of instruction, progress, etc. No previous notice is given to any school of the coming of an inspector. A report on each inspection is made to the Ministry.

All secondary and normal schools have a special inspection during the last month of the school year and especially during the period of the final or maturity examination. For that purpose the Ministry appoints to each institution, as a ministerial deputy (*ministarski izaslanik*), a professor of the university or of the higher pedagogical schools, who, on behalf of the Ministry, superintends the school, visits the classes and is the chairman of the maturity examination commission. A report on general standing of the school is sent to the Ministry.

Banovina School Board (Banorinski Školski Odbor).—In order to direct education affairs more effectively, each of the nine banovinas has a department of education (*prosvetne odeljenje*) which is a branch of the Ministry of Education. These departments are divided into three sections: (1) General; (2) elementary and home economic education; and (3) civic, secondary, and normal education. Each banovina in turn is divided into several districts (*srezi*) where education affairs are under the control of district school superintendents (*sreski školski nadzornici*).

The administrative education body of the banovina is the *Banorinski školski odbor* (banovina school board). Its members are: The assistant governor, chairman of the board; the director of the provincial department of education, assistant chairman of the board; the provincial school inspector; the chief of the section of secondary instruction of the provincial department of education; one representative from each of the sanitary, agriculture, technical, and financial provincial boards; the directors and principals of elementary, civic, secondary, and normal schools of the banovina; and five citizens appointed by the governor. Duties of the board are: Superintendence of all schools in the banovina; finance of schools; preparation of provincial school budget; opening of new schools; collecting school statistics of the banovina; promotion of adult education; and supervision of school endowments.

In addition, in cities with at least 30,000 inhabitants, there are municipal school boards (mjesni školski odbor) which are subordinated to the provincial school board, and their duties are limited to a respective city. It consists of the mayor, the municipal school superintendent, the directors of the school in that city, the school physician, and five members of the local municipal council.

The administrative mechanism of provincial and municipal school boards with their inspection personnel is used by the Ministry of Education in its close control and direction of the most important education activities of the nation.

INCOMPLETE STATISTICS OF EDUCATION FOR 1936-37

[These are the data mentioned on p. 8 of ch. I]

Statistics of education for the past 2 years for all the different types of schools in Yugoslavia are not available. The schools of general instruction are reported on for 1936-37 and the data are summarized in the following tables:

TABLE 1.—*Statistics of infant schools, 1936-37*

Banovina	Number of—					
	Schools	Classes	Students		Instructors	
			Total	Girls	Total	Women
1	2	3	4	5	6	7
Dravska	52	71	2,392	1,235	73	73
Savska	31	39	1,583	764	39	39
Vrbaska	6	6	209	110	6	6
Primorska	33	43	1,962	1,036	46	46
Drinska	20	27	1,062	550	24	24
Zetska	25	34	1,253	647	34	34
Dunavska	173	244	16,415	8,426	222	222
Moravska	18	20	1,006	469	18	18
Vardarska	32	41	2,177	1,057	35	35
City of Belgrade	23	36	1,764	871	40	40
The Kingdom	413	561	29,843	15,165	537	537

TABLE II.—*Statistics of elementary (primary and advanced elementary) schools, 1936-37*

Banovina	Number of—							
	Schools	Classes	Students		Teachers		Inhabitants to a—	
			Total	Girls	Total	Women	School	Class
1	2	3	4	5	6	7	8	9
Dravska	1,206	3,862	180,085	89,714	4,679	2,489	1,337	286
Savska	1,206	4,937	271,265	128,376	6,099	2,914	1,473	547
Vrbaska	434	969	61,711	14,116	1,413	494	2,137	1,070
Primorska	605	1,420	86,482	34,707	1,957	778	1,489	634
Drinska	684	1,941	121,633	38,486	2,505	1,121	2,238	789
Zetska	794	1,633	81,986	29,417	1,991	513	1,165	566
Dunavska	1,129	4,693	273,974	132,235	5,477	2,590	2,115	509
Moravska	1,021	2,445	161,915	73,622	2,771	1,080	1,408	587
Vardarska	1,130	2,562	141,322	54,865	2,740	886	1,394	615
City of Belgrade	46	577	23,059	11,006	713	412	6,342	506
The Kingdom	8,585	25,039	1,404,032	606,544	30,345	13,277	1,623	556

Classified as to the language used for the medium of instruction the pupils were: Serbo-Croatian and Slovenian, 1,319,344; German, 39,422; Magyar, 27,051; Czechoslovak, 10,168; Rumanian, 4,951; Ruthenian, 1,525; Russian, 493; Italian, 476; and French, 458.

TABLE III.—*Statistics of general secondary schools (gymnasia, real gymnasia, and real schools), 1936-37*

Banovina	Number of—							
	Schools	Classes	Students		Teachers		Inhabitants to a—	
			Total	Girls	Total	Women	School	Class
1	2	3	4	5	6	7	8	9
Dravska	16	280	11,711	4,122	466	92	71,512	4,086
Savska	38	563	22,369	8,447	1,055	338	71,135	4,801
Vrbaska	5	58	2,471	764	106	32	207,272	17,868
Primorska	12	142	5,549	1,534	279	58	75,066	6,343
Drinska	14	250	10,694	3,280	449	167	109,346	6,123
Zetska	20	227	8,497	1,913	388	79	46,249	4,074
Dunavska	27	404	15,985	5,895	764	292	88,425	5,909
Moravska	17	221	8,780	2,611	370	143	84,478	6,498
Vardarska	19	228	8,992	2,788	388	151	82,904	6,908
City of Belgrade	17	346	15,094	6,565	693	346	17,161	843
The Kingdom	185	2,719	110,142	37,919	4,958	1,698	75,302	5,123

With respect to language of instruction, Serbo-Croatian and Slovenian were used with 108,527 students; Russian, 841; Magyar, 289; Czechoslovak, 269; Rumanian, 129; and German, 87.

The 185 schools of this type were 156 National, 10 self-governed, 13 sectarian, and 6 private.

TABLE IV.—*Statistics of civic schools, 1936-37*

Banovina	Number of							
	Schools	Classes	Students		Teachers		Inhabitants to a	
			Total	Girls	Total	Women	School	Class
1	2	3	4	5	6	7	8	9
Dravska	46	264	9,632	5,185	459	252	24,874	4,334
Savska	51	292	9,849	4,224	611	331	53,003	9,257
Vrbaska	14	62	1,670	581	131	57	74,026	16,715
Primorska	23	111	3,066	1,238	236	96	39,168	8,115
Drinska	16	97	3,160	1,142	207	108	95,579	15,782
Zetska	15	53	1,220	374	109	41	61,666	17,453
Dunavska	32	203	7,177	3,007	428	174	74,609	11,761
Moravska	3	11	313	65	27	7	478,710	130,557
Vardorska	13	47	765	168	101	37	121,168	33,515
City of Belgrade	6	54	1,987	711	131	54	48,623	5,402
The Kingdom	219	1,194	38,839	16,695	2,440	1,157	63,611	11,667

In the entire group of 38,839 students, 38,262 (including 16,412 girls), or 98.3 percent, were instructed through the Serbo-Croatian and Slovenian languages. German was used for 143 (42 girls) and Serbo-Croatian and German for 434 (241 girls).

TABLE V.—*Statistics of normal schools, 1936-37*

Banovina	Number of—					
	Schools	Classes	Students		Teachers	
			Total	Girls	Total	Women
1	2	3	4	5	6	7
Dravska	4	9	294	113	60	29
Savska	8	26	632	269	134	43
Vrbaska	1	4	94	41	20	4
Primorska	2	6	134	62	27	5
Drinska	4	12	331	124	68	24
Zetska	2	6	119	38	25	5
Dunavska	5	20	475	265	88	21
Moravska	4	14	449	94	44	7
Vardarska	1	7	223	94	21	7
City of Belgrade	2	11	306	140	61	23
The Kingdom	33	115	2,997	1,240	548	168

TABLE VI.— *Statistics of enrollment of university students, 1936-37*

University and faculty	Number of—			
	Students		Professors	
	Total	Women	Total	Women
1	2	3	4	5
Belgrade:				
Philosophy.....	1,110	668		
Law.....	3,740	472		
Medicine with pharmacy.....	711	177		
Technical science.....	1,050	59		
Agriculture-silviculture.....	723	64		
Veterinary medicine.....	138	2		
Greek-Orthodox theology.....	253	26		
	7,725	1,468	431	22
Philosophy, at Skopje.....	168	78		
Law, at Subotica.....	571	59	39	
Total.....	8,464	1,605	452	22
Zagreb:				
Philosophy.....	1,237	636		
Law.....	1,186	142		
Medicine.....	788	159		
Technical science.....	611	34		
Agriculture-silviculture.....	500	64		
Veterinary medicine.....	483	2		
Catholic theology.....	311			
Total.....	5,116	1,037	392	11
Ljubljana:				
Philosophy.....	432	208		
Law.....	654	66		
Medicine.....	164	26		
Technical science.....	359	14		
Catholic theology.....	179			
Total.....	1,788	314	164	6
Total.....	15,368	2,950	1,008	39